UNDERGRADUATE CATALOGUE
2004–2005

BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

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UNDERGRADUATE CATALOGUE 2004-2005

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Academic Calendar 2004-2005

FALL 2004

September	1	International Undergraduate Student Pre-Orientation begins
	5	New Undergraduate residence hall move-in begins
	6	Labor Day; New Undergraduate residence hall move-in continues
	7	Faculty Institute; Undergraduate orientation begins
	10	Last day to withdraw from Fall 2004 with a full refund
	13	Classes begin at 8:00 a.m.
October	11	Columbus Day observed (no classes held)
	12	(Tuesday) Monday class schedule observed
	29	First 7-week session ends
	29-31	Family Weekend
November	1	Second 7-week session begins
	11	Veteran's Day observed (no classes held)
	23	Classes end at 9:45 p.m.
	24	Residence halls close at 12 noon
	24-26	Thanksgiving Vacation (no classes)
	28	Residence halls open at 12 noon
	29	Classes resume at 8:00 a.m.
December	13	(Monday) Thursday class schedule observed
	16	Last day of regular instruction
	17,18,20	Final Examinations
	20	Last day of Fall 2004 Semester
	21	Residence halls close at 12 noon
	22	Grades due by 11:00 p.m.
	24	Grades viewable on the web

SPRING 2005

January	13	Residence hall move-in for new students; Orientation for new Undergraduate students begins
	14	Last date to withdraw from Spring 2005 with a full refund
	17	Martin Luther King, Jr. Day (no classes)
	18	Classes begin at 8:00 a.m.
February	21	President's Day observed (no classes)
	22	(Tuesday) Monday class schedule observed
March	4	First 7-week session ends; classes end 9:45 p.m.
	5	Residence halls close at 12 noon
	5-12	Spring Break (no classes)
	13	Residence halls open at 12 noon
	14	Classes resume at 8:00 a.m.; second 7-week session begins
April	18	Patriot's Day (no classes)
	20	(Wednesday) Monday class schedule observed
	27	Last day of regular instruction
	28	Reading Day
	29,5/2,5/3	Final Examinations
May	3	Last day of Spring 2005 semester
	4	Residence halls close at 12 noon for students not graduating on May 16, 2005
	5	Grades due by 4:00 p.m.
	7	Grades viewable on the web
	16	Commencement

SUMMER 2005

May	23	Summer Session I classes begin
	30	Memorial Day (no classes)
July	1	Summer Session I classes end
	4	Independence Day observed (no classes)
	5	Grades due by 4:00 p.m.
	5	Summer Session II classes begin
August	12	Summer Session II classes end
	15	Grades due by 4:00 p.m.

MISSION

Emerson College is committed to excellence in education for communication and the arts. Founded on the study of oratory and the performing arts, Emerson's distinctive undergraduate and graduate curricula have expanded. We continue to challenge students to think and express themselves with clarity, substance, and insight, instilling the highest professional standards through rigorous academic inquiry and experiential learning. Our specialized major and external programs are based in and integrated with the liberal arts and interdisciplinary study, and are informed by a set of core values: freedom of expression, diversity of perspective, cultural awareness, integrity, civility, and the responsibility of ethical choice.

Our mission is to inspire students to create and communicate with depth, honesty, courage, and passion, both as professionals in their fields and as informed and articulate participants in society.

Founded in 1880 by Charles Wesley Emerson, noted preacher, orator, and teacher, Emerson has grown into a comprehensive college enrolling some 3,300 undergraduate and graduate students from 48 states and several dozen countries. The original concentration on oratory has evolved into specialization in the fields of communication, communication sciences and disorders, journalism, performing arts, visual and media arts, and writing, literature and publishing.

Since Emerson's founding, the elements of human communication—the spoken word, the written word, the gesture—have changed in both form and substance, and the media through which they flow have changed and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all evolved during the past century.

Throughout its history, Emerson College has shown the capacity to respond to and meet the needs of education in communication and the arts. Emerson was the first college in New England to establish an educational FM radio station (WERS in 1949); one of the first colleges in the nation to establish a program in children's theater (1919), and one of the first colleges in the nation to offer undergraduate programs in broadcasting (1937). Among its other pioneering achievements, Emerson offered professional-level training in speech pathology and audiology (1935); established a closed circuit television broadcast facility, WERS-TV (1955); and created a Bachelor of Fine Arts in film (1972).

Emerson today continues this tradition of innovation in communication and the arts. For example, in 1980 the College initiated a comprehensive, graduate-level program in professional writing and publishing—the first such program in the nation specifically designed to meet the expressed needs of the publishing industry, and now offers the Master of Fine Arts in that field. More recently, Emerson began offering the Ph.D. in Communication Disorders. The College is organized into two schools and an institute—a School of the Arts; a School of Communication; and an Institute of Liberal Arts and Interdisciplinary Studies.

Concurrent with programmatic evolutions and academic reorganizations, Emerson has continued to upgrade the technology and the facilities necessary to support the curriculum. Emerson's radio and television stations both offer webcasts in addition to traditional broadcasts, and the state-of-the-art Tufte Performance and Production Center opened in the Fall of 2003. In March 2004, Emerson began construction of a new residence hall and campus center. Emerson's expansion into Boston's cultural district has brought it within a few city blocks of the site where the College was first located in 1880. This return to the College's roots has been accompanied by a renewal of its commitment to foster innovation and excellence in communication and the arts. Emerson College is fully accredited by the New England Association of Schools and College, Inc. and is a member of the Council of Graduate Schools.

Emerson College awards the following honorary degrees: Doctor of Laws, Doctor of Humane Letters, Doctor of Literature, and Master of Arts. In addition to honorary degrees awarded through the College, the Musical Theatre Society confers an annual Award of Distinction to an individual or individuals who have distinguished themselves in the field of the American musical theatre. Phi Alpha Tau, the oldest communication arts honorary fraternity in the country, presents the Joseph E. Connor Award to any individual or individuals who have distinguished themselves in the field of communication.

The following is a partial list of recent recipients of honorary degrees and awards through the College.

HONORARY DEGREE RECIPIENTS

Alan Alda
Edmund N. Ansin
Charles J. Beard
Joseph R. Biden
Tom Brokaw
Art Buchwald
Carol Burnett
Christopher B. Cerf
Peggy Charren
Edward Eskandarian
Fred Friendly
R. Buckminster Fuller
Henry Hampton
Leo J. Hindery, Jr.
Shoo Iwasaki
James Earl Jones
Stanley Kunitz
Sherry Lansing
Norman Lear
Thomas Lux
Mayor Thomas Menino
Sue Miller
Patricial Edenfield Mitchell
Rod Parker
Dith Prahn
Hal Prince
Lee Remick
Hon. Elliot Richardson
Gene Roddenberry
Walter V. Robinson
Isabel Sanford
Gerald Schoenfeld
Rod Serling
Lesley Stahl
Frank Stanton
Donald Thurston
Daniel J. Travanti
Kathleen Turner
Liv Ullmann
John Updike
Jack Valenti
Henry Winkler

MUSICAL THEATRE SOCIETY AWARD OF DISTINCTION

Michael Bennett
Carol Channing
Martin Charnin
Barbara Cook
Susan Stroman
Betty Hutton
Shirley Jones
Carol Lawrence
Donna McKechnie
Stephen Sondheim
Charles Strouse
Ben Vereen

PHI ALPHA TAU JOSEPH E. CONNOR AWARD

Yul Brynner
Walter Cronkite
Hugh Downs
Arthur Fiedler
Robert Frost
David Hartman
Elia Kazan
Thomas Leahy
Jack Lemmon
Edward R. Murrow
Carl Reiner
Robert Sarnoff

Schools and Departments, Majors, Concentrations, and Minors

SCHOOL OF THE ARTS

(comprised of three departments)

Department of Performing Arts

- Acting; BFA
- Musical Theatre Performance; BFA
- Production/Stage Management; BFA
- Theatre Design/Technology; BFA
- Theatre Education; BA
- Theatre Studies; BA

Department of Visual and Media Arts

- Media Production Track; BA, BFA
  - Audio/Radio

Film
New Media
Television/Video
Media Studies Track; BA

Department of Writing, Literature and Publishing; BA, BFA
Writing, Literature and Publishing

Minors offered by the School of the Arts:
Dance
Fiction
Literature
Music
Photography
Poetry
Publishing
Visual Studies and the Arts
Writing

SCHOOL OF COMMUNICATION

(comprised of four departments)

Department of Communication Sciences and Disorders; BS
Communication Sciences and Disorders

Department of Journalism; BS
Broadcast Journalism
Print and Multimedia Journalism

Department of Marketing Communication; BS
Marketing Communication: Advertising and Public Relations

Department of Organizational and Political Communication; BS
Communication Studies
Political Communication

Minors offered by the School of Communication:
Brain and Language
Hearing and Deafness
History
Journalism
Management
Marketing Communication
Philosophy
Political Communication
Political Science
Psychology
Sociology
Science

INSTITUTE FOR LIBERAL ARTS AND INTERDISCIPLINARY STUDIES

Individually Designed Interdisciplinary Majors
Honors Program

Minors offered by the Institute:
Performance Studies
Post-Colonial Studies
Women's and Gender Studies

UNDERGRADUATE ADMISSION

Emerson College welcomes applications from students whose interests and abilities are congruent with a major in communication and the arts and who are well prepared to meet the challenges of a strong liberal arts curriculum. Admission is competitive. Selection is based upon academic promise as indicated by secondary-school performance, academic recommendations, writing competency, and standardized tests results, as well as personal qualities as seen in extracurricular activities, community involvement, and demonstrated leadership.

Students interested in applying to Emerson should contact the Office of Undergraduate Admission for a viewbook and application or go online to *www.emerson.edu/undergraduate_admission/* to apply electronically, download application forms and obtain information about visiting, interviews, admission requirements, and financial assistance.

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Email: *admission@emerson.edu*; Online: *www.emerson.edu*

Visiting Emerson

We encourage prospective students and their families to visit Boston and the Emerson campus through one or more of the following opportunities. Please contact the Admission Visitor Center at 10 Boylston Place or go online to view available tour dates, special visiting programs, and to obtain directions.

CAMPUS TOURS AND INFORMATION SESSIONS

Student-guided tours are conducted most weekdays and some Saturdays during the academic year (weekdays only during the summer). Campus tours are linked to an information session led by an admission counselor and last about an hour. The schedule of available tour dates and times can be found online at *www.emerson.edu/undergraduate_admission/* or by contacting the Admission Visitor Center. Campus maps are available to students who are unable to participate at a time when tours are scheduled.

INTERVIEWS

Our interviews are informal and non-evaluative, specifically tailored to answer your individual questions and concerns. No appointment is necessary. You are welcome to stop by the Admission Visitor Center (10 Boylston Place) anytime during business hours, Monday through Friday.

CLASS VISITS

Classroom visits are available during the academic year to high school seniors who have an application for admission on file. We are unable to accommodate classroom visits for parents. To schedule a class visit, please contact the Admission Visitor Center at least three weeks in advance of the date you have in mind.

FALL OPEN HOUSE FOR SENIORS

Two open house programs for high school seniors and their parents are conducted on-campus in the fall, one each in October and November. Specific program information is posted on our website in August.

First-Year Admission

Emerson welcomes applications from students with strong academic and personal qualities. The academic preparation for successful candidates should include four years of English and three years each of mathematics, science, social science, and a single foreign language. The Admission Committee is interested in how students have challenged themselves academically, balancing hard work with extracurricular activities. Students interested in applying to Emerson may contact the Office of Undergraduate Admission for an application form or go online to *www.emerson.edu/undergraduate_admission/* to download the application or apply electronically.

Candidates for first-year admission must submit the following material by the appropriate application deadline:

- Application for Undergraduate Admission and application fee ($60).
- Application essay and, if applying to the Honors Program, a supplementary Honors essay (see Admission to the Honors Program).
- Official secondary school transcript indicating the date, or anticipated date of graduation,

or documentation of a high school equivalency examination (G.E.D.). An official FINAL transcript is required prior to matriculation.

- Two letters of recommendation; one from a guidance counselor/college advisor and the other from a teacher of an academic subject, i.e. English, mathematics, social science, science, or foreign language.
- Official SAT I or ACT test results.
- Candidates for programs offered by the Department of Performing Arts are required to submit a résumé of theatre-related activities and either audition or interview, or submit a portfolio or essay (see Performing Arts Requirements for admission).

Other Application Materials: Candidates for the Film program are required to submit a sample of creative work (see the Creative Submission form in the Application for Admission). If you are applying to the Broadcast Journalism, Print and Multimedia Journalism, and Writing, Literature and Publishing programs, it is recommended that you submit a graded writing sample, independent writing, or a newspaper article.

Early Action

Students for whom Emerson is a first choice are invited to apply for Early Action. Early Action is non-binding and students who complete an application by the Early Action deadline of November 1 will be sent notification on December 15. Students admitted through Early Action are encouraged to submit an enrollment deposit as soon as possible, but are not required to do so until May 1.

Regular Admission Deadlines

First-year candidates for September Admission must submit their applications and all supporting credentials by January 15 (notification date, April 1). First-year candidates for January Admission must submit their applications and all supporting credentials by November 1 (notification date, December 15). Students who complete their application after the deadline will be considered on a case-by-case basis.

International Admission

Emerson welcomes applications from international students. Successful candidates should present superior school records along with successful results on standardized tests or national examinations. Please refer to the International Supplement, to the Application for Undergraduate Admission.

International students applying for admission must submit the following material by the appropriate application deadline (see above):

- Application for Undergraduate Admission and application fee (US $60).
- Official secondary school records, certificates, and national examinations (which, if not in English, must be accompanied by an English translation). NOTE: Students taught outside the U.S. should also complete an Educational Background Summary form (see International Supplement).
- SAT I or ACT test results, if four or more years of education were completed in English.
- Official results of the Test of English as a Foreign Language (TOEFL), if English is not your primary language. NOTE: A minimum TOEFL score of 550 (or 213 on the computer-based test) is required.

- Application essay.
- Two letters of recommendation from academic references.
- Certification of Finances demonstrating the necessary funds available to meet financial obligations (see International Application Supplement).
- Candidates for programs offered by the Department of Performing Arts are required to submit a résumé of theatre-related activities and either audition or interview, or submit a portfolio or essay (see Performing Arts Requirements for admission).

Other Application Materials: Candidates for the Film program are required to submit a sample of creative work (see the Creative Submission form in the Application for Admission). If you are applying to the Broadcast Journalism, Print and Multimedia Journalism, and Writing, Literature and Publishing programs, it is recommended that you submit a graded writing sample, independent writing, or a newspaper article (see First-Year Admission).

In order to enter the U.S. to study, international students who are not U.S. citizens or permanent residents of the U.S. need F-1 Student Visas. To obtain the visa, students must present a valid Certificate of Eligibility (Form I-20) to a U.S. Embassy or Consulate. The I-20 is issued by Emerson College *only to international students who are offered admission,* have paid their tuition deposit (and housing deposit, if applicable), and have submitted satisfactory evidence of financial support (Certification of Finances).

Transfer Admission

Emerson welcomes applications for transfer admission from students with prior coursework at two- and four-year institutions. Admission is competitive and based on academic performance, personal goals, extra-curricular or community activities, and/or employment experience. Successful transfer students typically maintain a 3.0 grade point average in previous college work, however, individual circumstances as described by the candidate in the application will be considered. Emerson requires transfer students to complete one full year, a minimum of twenty credits in their major, and the final semester at the College.

Candidates for transfer admission must submit the following material by the appropriate application deadline:

- Application for Undergraduate Admission and application fee ($60).
- Application essay.
- Official transcripts from all colleges/universities attended as well as an official final secondary transcript indicating the date of graduation (or G.E.D).
- One recommendation from a college instructor who has taught you in an academic subject. Additional recommendations may be sent from other professors or supervisors at your place of work/internship.
- A résumé or list of extracurricular and personal activities and internship/work.
- Official SAT I or ACT test results (not required of candidates having an Associate's Degree, the equivalent of two full-time years of college (60-64 credits), or who have been away from high school three or more years).
- Mid-Term grade report for courses in progress.
- Candidates who have been out of school for 1 or more years must submit a work resume.
- Candidates for programs offered by the Department of Performing Arts are required to submit a résumé of theatre-related activities and either audition or interview, or submit a

portfolio or essay (see Performing Arts Requirements for admission).

Other Application Materials: Candidates for the Film program are required to submit a sample of creative work (see the Creative Submission form in the Application for Admission). If you are applying to the Broadcast Journalism, Print and Multimedia Journalism, and Writing, Literature and Publishing programs, it is recommended that you submit a graded writing sample, independent writing, or a newspaper article (see First-Year Admission).

International students applying to transfer admission are required to submit additional documentation, such as a TOEFL score, Certification of Finances, or English translation of academic credentials. Please refer to the International Supplement to the Application for Undergraduate Admission.

TRANSFER APPLICATION DEADLINES

The priority deadline for *September Admission* is March 1 (notification date, May 1). The priority deadline for *January Admission* is November 1 (notification date, December 15). Transfer applications completed after the deadlines will be reviewed on a rolling basis.

TRANSFER CREDIT

Transfer credit is granted for comparable course work from accredited two- and four-year institutions that was completed in the last ten years and received a grade of "C" or better. A maximum of 96 credits (no more than 64 credits from a junior or community college) may be transferred to Emerson. Following an offer of admission, students will receive a complete and final credit evaluation from the Registrar's Office indicating the number of transferable credits, class standing and the degree requirements satisfied as of the admission date. The Registrar's Office may require additional information to evaluate specific transfer credit, such as course descriptions, syllabi, or proof that a nonstandard grade is equivalent to a "C" or better.

Performing Arts Requirements For Admission

Candidates for admission (first-year and transfer) to programs offered by the Department of Performing Arts are required to submit a résumé of theatre-related activities and either audition or interview, or submit a portfolio or essay (see Performing Arts Requirements for admission). Please refer to the Performing Arts Supplement in the Application for Undergraduate Admission for more information or contact the Performing Arts Department at 617-824-8780 or by email to *auditions@emerson.edu.*

Auditions. Auditions are required of candidates for the BFA programs in Acting and Musical Theatre, and for students electing a performance emphasis in Theatre Education and Theatre Studies. Auditions are scheduled in Boston and in various cities around the country using the Audition Registration Form found to the Performing Arts Supplement in the Application for Undergraduate Admission.

Résumé. A brief résumé of theatre work is required of all candidates for the BFA programs in Acting, Musical Theatre, Production/Stage Management and Theatre Design/Technology and BA programs in Theatre Education and Theatre Studies.

Interviews and Portfolios. Students interested in Production/Stage Management and Theatre Design/Technology must interview with a member of the faculty and submit a portfolio for review prior to the interview. Refer to the Performing Arts Supplement Interview

Registration Form for deadlines and recommendations for portfolio contents.

Essay. Students applying for the BA programs in Theatre Education and Theatre Studies must submit a 300-500 word essay describing their interest in theatre to the Department of Performing Arts. Please be sure the essay is submitted by the application deadline.

Admission To The Honors Program

The Emerson College Honors Program is a four-year interdisciplinary approach to education, offering individual mentoring and advising, special lectures, collaborative research projects, and faculty-directed independent study. Admission is very selective and limited to first-year candidates applying for September admission. Interested students are required to submit a supplementary Honors Essay with their admission application. Applicants with strong academic records, a commitment to community service and demonstrated leadership are invited into the Honors Program and receive a Trustees Scholarship covering half tuition. More information can be found online at *www.emerson.edu/institute.*

Early Admission

Academically qualified high school students may apply during their junior year for admission as first-year students for the subsequent fall semester. Up to four courses during their first year at Emerson may then be used to substitute for two year-long high school classes and satisfy graduation requirements. Candidates for Early Admission must interview with an admission counselor prior to filing an application. They must also obtain written approval from their parent(s) or guardian(s) as well as their secondary school, which must also agree to grant a high school diploma. Students participating in this program are not eligible for financial assistance.

Non-Traditional Students

Students interested in *First-Year Admission* who have been out of high school a minimum of three years with no previous college experience are considered non-traditional. Transfer candidates who have been out of high school a minimum of three years prior to beginning college and/or returning to college after an extended absence may be considered non-traditional. Non-traditional students applying for undergraduate admission should submit:

- A high school transcript or an official G.E.D. score with the high school equivalency certificate.
- Two references appropriate to the student's current standing (e.g., college professors, employers, professional colleague, guidance counselor, high school teacher, or the Dean's Report on Good Standing).
- A professional work résumé.
- Official SAT I or ACT test results are not required.

Non-traditional students may be eligible to enroll in the Adult Degree Program, which serves working adults and non-traditional students seeking to earn a baccalaureate degree on a part-time or full-time basis. (Some programs, such as Performing Arts and Journalism, are not available in the Adult Degree Program.) More information can be found online at *www.emerson.edu/ce* or by calling the Division of Continuing Education at 617-824-8280.

Admission Fees

Students should expect to incur the following costs during the admission and matriculation process:

- A $60 non-refundable application fee.
- A $200 non-refundable tuition deposit to confirm acceptance of admission to the College (applied toward first-semester charges).
- A $300 non-refundable room deposit for students requesting on-campus housing (applied toward first-semester charges).

Advanced Standing

A maximum of one year or thirty-two (32) credits of advanced standing may be awarded through certain college-level examinations (or combination of examinations). Students may not receive credit twice for different exams taken in the same subject, e.g. AP or IB in mathematics. Official evaluations of advanced standing credit are made *after* students receive an offer of admission, and only when official examination results are submitted for credit consideration. Examples of examinations for advanced standing include:

ADVANCED PLACEMENT PROGRAM (AP)

AP test scores of 3, 4, or 5 will receive four credits (one full course) in the area of the exam with the exception of the English Language, Literature, and Composition exams, where only scores of 4 and 5 will receive credit. A 4 or 5 on either exam will receive credit for WP 101: Expository Writing. A 4 or 5 on both exams will receive credit for WP 101 and an additional 100-level literature course.

BRITISH GENERAL CERTIFICATE OF EDUCATION, ADVANCED LEVEL

Course credit will be awarded for grades A, B, or C. The amount of credit will be determined on a case-by-case basis.

INTERNATIONAL BACCALAUREATE

Credit is awarded for higher-level examinations with scores of 4, 5, 6, or 7, with the exception of Language A/English, for which a score of 6 or 7 is required.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Official CLEP examination scores of "C" or better (450) may receive four (4) credits per exam. Students who take subject exams must earn a minimum grade of fifty (50) in order to receive four (4) credits for each exam with the exception of the second foreign language, which requires a higher score.

Emerson recognizes the academic value of other national educational systems and may consider certain examination results, certificates, and course work for advanced standing credit, such as the Abitur, Swiss Maturite, European Baccalaureate, and Canadian CEGEP 13th year. (Refer to the International Educational Credentials found in the International Supplement to the Application for Admission.)

Deferred Admission

Students who wish to postpone their enrollment must submit a request in writing to the Office of Undergraduate Admission. Students who undertake academic work in the interim may be required to re-apply or re-activate their application by submitting official transcripts for review.

Readmission: Leave of Absence or Withdrawal

Students who have completed an official Leave of Absence request are eligible to be considered for readmission to the College by contacting the Academic Advising Center at (617) 824-7876. There is no guarantee of readmission and formal approval for readmission is required. The College reserves the right to deny readmission.

Students applying for readmission within two years from their last date of attendance must complete and return an Application for Readmission Form to the Academic Advising Center by the established deadlines. If granted readmission, students will fall under the same academic and social standing as when they left. If students have taken courses at other institutions while on leave from Emerson, they must have an official transcript of their work submitted to the Academic Advising Center for consideration during the readmission review process. When readmission is granted, the Registrar's Office will complete a transfer credit evaluation.

Students who apply for readmission more than two years after leaving the College must submit a new application to the Office of Undergraduate Admission and be subject to current admission standards. Credit for Emerson work previously completed is subject to course approval, and the student would follow the catalog in effect for the term in which he or she is readmitted.

Once readmitted, students will be contacted by a staff member from the Academic Advising Center in order to register for classes.

Students with Disabilities

Emerson is committed to providing equal access to its academic and social activities to all qualified students with disabilities so that they may enjoy and participate fully in the College community. While upholding this commitment, Emerson will also maintain the high standards of achievement that are essential to the integrity of the College's programs and services. Emerson offers services through its Disabilities Services Office to students with documented physical, visual, hearing, learning, medical, or psychiatric disabilities. For information and details pertaining to documentation and accommodations, contact the Disabilities Services Coordinator at (617) 824-8415 or by email at *dso@emerson.edu.*

Change of Major

Current Emerson College students in good standing may change their academic program in consultation with an Academic Advisor with the following exceptions:

Any student wishing to transfer into the Department of Visual and Media Arts with a concentration in Film, or change from another concentration within the Visual and Media Arts to Film, must have the approval of the Department Chair. Requests for such changes should be submitted in writing to the Academic Advising Center at *advising@emerson.edu.*

Any student wishing to transfer into the Department of Performing Arts, or change from one program to another within the Performing Arts will be required to required to submit a résumé of theatre-related activities and either audition or interview, or submit a portfolio or essay, and must have the approval of the Department Chair.

STUDENT LIFE

Emerson provides a broad range of student development programs and services to complement the academic programs of the College. Open communication between and among students, faculty, and administrators is continuously cultivated and students are urged to seek support and guidance from all members of the College community.

Students are encouraged to become involved immediately in the wide variety of personal and professional learning experiences available through the College's many co-curricular and extra-curricular programs. In addition to on-campus opportunities, many students work and intern off-campus in production companies, advertising firms, social service organizations, local and state government and broadcasting stations. Many Emerson graduates find a place on the career ladder as a result of these opportunities.

Social life at the College invariably includes participation in the numerous co-curricular and extra-curricular student organizations on the campus, and the many activities available in greater Boston, including symphony orchestras, professional theatres, museums, ballets, parks, historical landmarks, and professional sports teams. Emerson is within walking distance of shopping, entertainment, restaurants, and most cultural events. Buses and rail lines provide easy access to travel in and around Boston. Winter sports areas are only a couple of hours away, and summer beaches are even closer.

Student Resources

The Office of the Dean of Students oversees the Division of Student Affairs, which is responsible for assisting students with all aspects of adjustment to college life, and is committed to fostering a campus climate that encourages individual development, community responsibility, and an appreciation for diversity.

The Student Affairs staff is involved in the development and implementation of many activities and services, including New Student Orientation, student organization consultation, educational programming, and student leadership training. Support services are available to assist students with problems or unanticipated crises, to plan activities and to listen to student suggestions and complaints. Individual counseling is also available to help students with academic, career, and personal concerns.

The work of the Division of Student Affairs is guided by the belief that intellectual and personal development are inseparable, and that a healthy campus community is essential to the growth of the whole student. Student Affairs advances Emerson College's mission by providing a wide range of purposeful out-of-classroom experiences and services that encourage student learning and foster a sense of community. Students are challenged to think critically and support community standards within an environment where the principles of freedom of expression, civility, diversity, fairness and caring are valued and affirmed. *The Office of the Dean of Students is located in the Student Union at 96 Beacon Street.*

NEW STUDENT ORIENTATION

Orientation is the time set aside during the first few days at Emerson to welcome freshman and transfer students to the campus community. Academic possibilities are explored through meetings with advisors and peer orientation leaders, and various social and administrative activities are planned to assist new students in acclimating to their new environment. During Orientation students are introduced to many of the co-curricular and extra-curricular activities that complement the College's communication and performing arts academic programs. *New Student Orientation is coordinated by the Office of Student Life, located at 96 Beacon Street and can be reached at (617) 824-8638. Website is www.emerson.edu/orientation.*

COUNSELING CENTER

The Counseling Center is an excellent place for Emerson students to begin looking for help with personal concerns, family problems, or other psychological issues. The Counseling Center serves as a resource to assist students in developing to their potential. To achieve this goal, a variety of services are provided. These include: short-term counseling and psychotherapy; support and therapy groups; crisis intervention; psychiatric consultation; referral to outside agencies; private psychotherapists and psychiatrists. The Counseling Center also provides the Emerson College community with consultation, outreach, and training on a variety of topics relevant to students' lives and psychological issues. All services are free of charge and confidential. The staff considers issues of student privacy to be of utmost importance. No information is released to anyone, inside or outside the College, without the student's knowledge or consent, within the guidelines of professional ethics and legal principles. *The Counseling Center is located at 216 Tremont Street and can be reached at (617) 824-8595.*

THE CENTER FOR HEALTH AND WELLNESS

The Emerson College Center for Health and Wellness strives to meet the immediate health needs of both resident and off-campus students, and provides general medical care, GYN services, health counseling and education, routine lab work, and referrals to other health specialists when appropriate. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students using the Health Center. The staff consists of trained and licensed professionals, including nurse practitioners, a health educator, and a consulting general medicine physician. The Center also sponsors wellness education programming.

The Health Center is open Monday through Friday during the academic year and is closed on weekends, holidays, and college breaks. Emerson College is situated in an area within two miles of five major hospital emergency rooms. When the Center is closed students should seek care for urgent and emergency care at the nearest Emergency Center. Public Safety can assist resident students with transportation for urgent medical problems when the Center is closed. When possible, non-urgent care should wait until the Center reopens to avoid unnecessary medical bills. Dental service is not available, but a listing of local dentists and dental schools which provide services to students is available at the Center.

All students are required to submit a medical history form. The Commonwealth of Massachusetts also mandates the following immunizations be completed prior to college entrance: Measles (2 doses), Mumps, Rubella, Tetanus (booster within 10 years), and Hepatitis B (3 doses). The CDC and American College Health Association also recommend that entering students, especially those who will reside in campus housing, receive the Meningitis vaccine. Information regarding the Meningitis vaccine is sent with the health forms. Payment in advance can be made at Student Administrative Service. The vaccine will be ordered through and administered by the Health Center. *The Health Center is located at 216 Tremont Street, and can be reached at (617) 824-8666; email address: health_center@emerson.edu; website: www.emerson.edu/health_center.*

HEALTH INSURANCE

All students enrolled in a college at least 3/4 time in Massachusetts are required to be covered by a qualifying health insurance plan that meets established minimum benefit guidelines as defined by state law. Annually, students must choose the group health insurance plan offered through Emerson College or demonstrate that they have comparable qualifying coverage, provided by an insurance carrier based in the United States. During the academic year students enrolled solely under the College sponsored program are required to first seek medical care at the Center for non-emergency medical conditions. Annually, the Student Administrative Services office mails a copy of the College sponsored plan to all students. The brochure can also be accessed at the Health Center website.

HEALTH INSURANCE FOR INTERNATIONAL STUDENTS

Massachusetts' regulation does not consider coverage by insurance carriers outside of the U.S. and coverage by foreign national health service programs as comparable under a qualifying student health insurance program. Exceptions to the new regulation are:

1. Students whose health coverage is sponsored through their country's embassy.
2. Students whose health coverage is mandated and provided through a scholarship or special program.

These exceptions allowing a waiver assume that the students' insurance coverage is comparable to that required by state regulations. This regulation will require the vast majority of international students to be enrolled in the Emerson College sponsored insurance program.

OFFICE OF AHANA STUDENT AFFAIRS

The Office of AHANA Student Affairs cultivates involvement opportunities for AHANA (African, Hispanic, Asian, and Native American) students to maximize chances for their successful academic and social transition, integration and retention at the College. The Director of AHANA Student Affairs is available to discuss academic, cultural, personal, and social concerns. All students are encouraged to meet with the Director. *The Office of AHANA Student Affairs is located in the Cultural Center, behind 132-34 Beacon Street, entrance on Berkeley Street. The Director can be reached at (617) 824-8642; website: www.emerson.edu/student_life/.*

CULTURAL CENTER

The Cultural Center was established to enhance the educational, cultural and social needs of the campus community. The Center is available for students, faculty, and staff, and is host to a number of programs throughout the year. The offices of the Director of AHANA Student Affairs and the AHANA student organizations, computer terminals with Internet capabilities, a kitchenette and lounge area are housed in the Center. *The Center is located behind 132-34 Beacon Street, entrance on Berkeley Street, and can be reached at (617) 824-8642.*

OFFICE OF INTERNATIONAL STUDENT AFFAIRS

International students are provided support and relevant information through this office. The staff is available to process immigration forms, provide advice regarding I-20s, IAP 66/DS-2019 forms, and practical training, and discuss issues related to academics and adjustment to the United States. The Director works with the Emerson International student organization and plans orientation, informational meetings, and social programs for international students. *The Office of International Student Affairs is located at 216 Tremont Street and can be reached at (617) 824-7858; website: www.emerson.edu/student_life/.*

OFFICE OF OFF-CAMPUS STUDENT SERVICES

Over half of the undergraduate student population lives off-campus. Off-campus or commuting students live at home with family members, in apartments by themselves, or with roommates. The Office of Off-Campus Students Services (OCSS) supports and serves this population by providing a variety of resources and programs. OCSS coordinates the discounted MBTA-Pass program, provides information relative to off-campus living, maintains a vacancy listings database and assists students with roommate matching. Emerson students can access the "Apartment Listings" and Roommate Wanted Message Board" links on the web at *www.emerson.edu/offcampus_housing/.* The Off-Campus Network (OCN), a student organization, partners with the Coordinator of OCSS to provide a seasonal newsletter and a series of events for socializing and support. *The Office of Off-Campus Student Services is located at 216 Tremont Street and can be reach at (617) 824-7863; website: www.emerson.edu/offcampus_housing/.*

ATHLETICS AND RECREATION

The Athletic Department coordinates the College's varsity and intramural sports programs. Athletics at Emerson is an opportunity for student athletes to bring out their best through competition and to learn valuable lessons on and off the field that will stay with them throughout their lives. Lessons about teamwork, self-discipline, dependability, and dedication help shape a well-rounded individual.

Varsity Program

Athletics at Emerson offers a wide variety of sports for student athletes to participate in. Student athletes can display their skills in thirteen varsity sports. The Lions field competitive teams in:

MEN	**WOMEN**
Basketball	Basketball
Baseball	Cross-Country
Cross-Country	Softball
Lacrosse	Lacrosse
Soccer	Soccer
Tennis	Tennis
Volleyball	

Emerson College is a Division III member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the Great Northeast Athletic Conference (GNAC). *The Athletic Department is located at 80 Boylston Street, First Floor, and can be reached at (617) 824-8690.*

Intramural Program

Having fun, getting some exercise, and competing at a friendly level is the successful formula that defines the Emerson Intramural Sports Program. The intramural program allows students the flexibility in choosing to participate in sports as their time and interest permit. The program has offered tag football, basketball, and volleyball among its sports.

FITNESS CENTER

The Emerson College Fitness Center (ECFC) offers exercise and wellness programs designed to meet specific interests and goals including proper diet and nutrition, stress management, sports conditioning, and general physical fitness. The ECFC provides state of the art strength training, cardiovascular, and free weight equipment, as well as a studio where a daily schedule of aerobic, dance, yoga, and conditioning classes are offered. *The Fitness Center is located in the Lower Level of 80 Boylston Street, and can be reached at (617) 824-8692.*

SPIRITUAL LIFE

The Center for Spiritual Life exists to promote both a sense of community among persons of different faiths, and educational and spiritual growth on an individual basis for interested students, faculty, and staff. Members of the clergy and lay ministry from several denominations are available through this office. *The Center for Spiritual Life is located at 120 Boylston Street and can be reached at (617) 824- 8036; website: www.emerson.edu/student_life/.*

STUDENT UNION

The Union at 96 Beacon Street is the "living room" of the College, where all members of Emerson are invited to gather. The services and programs are designed to bring students, faculty, and administrators together to facilitate communication and build a sense of community.

Housed in the Union are a lounge, Information Desk, piano rooms, meeting and conference rooms, lockers, vending machines, organizational resource room, student organization offices, mailboxes and bulletin boards, the Office of Housing and Residence Life, the Office of Student Life, the Office of the Dean of Students, the Office of Student Activities/Union, and the Office of the Coordinator of Gay, Lesbian, Bisexual and Transgender Life. The Office of Student Activities and Student Union is located at 96 Beacon Street and can be reached at (617)824-8680.

Residential Living
Office of Housing and Residence Life

Emerson residence halls offer students the opportunity to live in the city of Boston and develop responsibility and independence through active participation in their living community. All Emerson students may apply for on-campus residence hall accommodations, but on-campus housing is limited.

We encourage first year students to live in Emerson residence halls, but on-campus housing is neither required nor guaranteed. All first year students who submit a $300 deposit no later than May 1 are typically assured of securing a residence hall room. Housing for transfer students entering in the fall semester is extremely limited (see Office of Off-Campus Student Services).

Professional staff serve as residence directors and upperclassmen serve as resident assistants. The primary goal of the residence hall staff is to assist students in cultivating and maintaining a community environment conducive to learning and personal development.

All residence halls are within walking distance of all of the College's academic and administrative buildings. The locations of our residence halls are:

100 Beacon Street, Boston
132-134 Beacon Street, Boston
6 Arlington Street, Boston
80 Boylston Street, Boston

The "Little Building" (80 Boylston Street) is located on the East Campus across from the Boston Common next to the Emerson Majestic Theatre. The main dining hall and a convenience store are located in the Little Building. The other three residence halls, a snack bar, and convenience store are located on the West Campus, near the Boston Public Garden.

The College provides breakfast, lunch, and dinner in the College dining hall for students living on- and off-campus. The meal plan is mandatory for all undergraduate students living in the residence halls.

All students living in the residence halls are required to sign a room and board contract for the full academic year. Students are obligated to fulfill their full year commitment unless they graduate mid-year or attend one of the College's external sites during the Spring semester.

LEARNING COMMUNITIES

The Office of Housing and Residence Life provides specialized housing in Learning Communities. These communities offer students, faculty, and staff the opportunity to form and participate in residence hall learning groups organized around common academic and/or intellectual interests related to the College's mission, or a specific area of growth and development. Choosing to be a part of any of the communities listed here involves a commitment to fellow students living within the cluster. For three communities (Digital Culture, Leadership Through Service, and Writers' Block) that commitment involves becoming a part of the College's New Pathways Program. The two other learning communities (STAR and Wellness) are not integrated within any specific academic program.

STAR (Students Taking Active Roles)

This community located in 80 Boylston is targeted for the new student wishing to live in a smaller community comprised of fellow freshman, while being a part of the larger "Little Building" and Emerson community. As a "freshmen only" floor students develop lasting relationships with other students experiencing college for the first time. As part of the STAR floor, students take a one-credit non-tuition bearing course, held on the floor where the student lives on, devoted to college transition. Activities on the floor will focus on community development, success in college, and involvement in the Boston and Emerson communities.

WELLNESS

Located in 80 Boylston, this community is comprised of students personally committed to living healthfully and dedicated to an alcohol, nicotine and other drug-free lifestyle. Students work together to provide a supportive community and develop an understanding of health and wellness issues. Individuals are actively involved in sponsoring and planning wellness-related activities within their living environment, on the campus and within the city of Boston.

NEW PATHWAYS LEARNING COMMUNITIES

Students who choose New Pathways Living/Learning communities have the opportunity to participate in an innovative program that integrates coursework, co-curricular and residential experiences around a common interdisciplinary theme. The New Pathways Program links a first-year Institute seminar with a complimentary liberal arts course and topically designed writing course. It is a great opportunity to make new friends with common interests and to enhance the first-year learning experience. Students enrolled in the New Pathways program commit to a cluster of thematically linked courses during their first year. The New Pathways Living/Learning Communities are:

Digital Culture: This living/learning community, located in 80 Boylston, combines academic and residential components. Students receive training in on-line communication, Internet navigation, information retrieval, hypertext and hypertext collaborative authorship, multi-user interactive environments, and website design and production. Students in the New Pathways program and those living as part of the Digital Culture community combine skills and experience to produce the annual Digital Media Show.

Leadership Through Service: Located in 6 Arlington, this community's goal is to integrate community service into students' overall learning and residential experiences with the focus on change rather than charity. Through active participation, students will gain a greater understanding of civic responsibility and have an opportunity to contribute to the Emerson and Boston communities while developing valuable leadership and life skills. All students committed to working closely with other interested members of the campus and contributing to the greater Emerson community are invited to participate.

Writers' Block: Located in 100 Beacon Street, the Writers' Block targets student majors in the Writing, Literature and Publishing program. Other interested students are also welcome to apply to live on this floor, on a space available basis. Activities on the floor include discussion groups, instructor-led workshops in creative writing and on literary works, floor sponsored readings, and creating a compilation of works written by members of the Writers' Block community.

The New Pathways Program Office is located at 120 Boylston Street. For more information about the Pathways curriculum, contact Dr. Todd S. Gernes, Director, telephone: 617/824-8643, email: *new_pathways@emerson.edu.*

STUDENT CODE OF CONDUCT

All students at Emerson College have certain rights and responsibilities by virtue of their status in, and relationship to, the wider society of which Emerson is a part. In addition, there are particular rights and responsibilities that are derived from membership in the Emerson College community. These rights and responsibilities, as well as the Student Code of Conduct, appear in significant detail in the Student Handbook and on the web at www.emerson.edu/studentlife/.

The Code of Conduct applies to all students enrolled in any course or program at Emerson College, whether on a part-time or full-time basis. Students found responsible for violations of the College's rules and regulations will be held accountable for their actions.

ALCOHOL AND OTHER DRUG POLICY

Emerson College is determined to establish and maintain living and learning environments that are free from the negative effects of alcohol and other drug (AOD) abuse. Focusing on responsible decision-making, the College offers a variety of health and wellness programs to increase education and awareness about AODs with the goal of reducing problems associated with them.

While the College encourages responsible decision-making regarding the use of legal drugs (alcohol, pharmaceuticals, etc.), it does not condone their abuse, underage drinking or the use of any illegal drugs. The College will identify resources and provide assistance for students who have or who develop problems with AODs.

Students are expected to observe and comply with all College regulations regarding AODs and will be held accountable for violations. Sanctions may include suspension and/or dismissal from on-campus housing and/or the College.

A complete copy of the Emerson College Alcohol and Other Drug Policy, including specific regulations, can be obtained from the Office of the Dean of Students or found online at *www.emerson.edu/student_life/.*

STUDENT ACTIVITIES

Co-curricular and extra-curricular activities, including student clubs and organizations, are an important part of life at Emerson. Emerson clubs and organizations provide students with valuable opportunities to gain practical experience in production and performance outside the classroom. Students get involved in management, leadership, and interpersonal relationships which encourage them to develop both personally and professionally.

In addition, there are various planned activities at Emerson designed to assist students in their overall development. Social events give all Emerson students a chance to get to know one another; cultural events serve to teach students about people different from themselves; recreational sport programs help students gain confidence in physical activities; and educational seminars expose students to a variety of issues and concerns both inside and outside their major fields of study or immediate areas of interest.

The purpose of the Student Government Association (SGA) includes, but is not limited to, the following: representing student interests, rights and concerns; stimulating student awareness of and involvement in the many organization, activities and opportunities available in the Emerson Community; promoting student awareness and appreciation of the values and traditions of Emerson College and the SGA; enhancing communication/cooperation between all segments of the campus community; and providing funding for student activities and organizations through a fair and representative annual process. The SGA, in cooperation with the Student Affairs staff, plans, and executes College activities, and allocates and supervises funding to student clubs and organizations. All students are responsible for paying an activities fee and are entitled to SGA benefits. Through its elected officials, the SGA serves as a liaison between students and the College administration. It is responsible for selecting student membership on various College committees dealing with College policy, facilities, discipline, programming, and a variety of other areas.

AMIGOS. Emerson's Latino student organization is dedicated to creating awareness of the Latino community at Emerson, to share the differences within Latino cultures, and to serve the Latino community in the greater Boston area. AMIGOS is a multicultural group which welcomes everybody, Spanish-speaking or not, who would like to learn about its many cultures.

Asian Students for Intercultural Awareness (ASIA). Emerson's Asian Students for Intercultural Awareness (ASIA) was recognized in the spring of 1993. This organization was founded to provide awareness of the vast cultures present within the Asian community. ASIA is dedicated to becoming an active member in the varied social events of the Emerson community.

The Berkeley Beacon. Created in 1947 and issued every week during the academic year, *The Berkeley Beacon* is the student newspaper, entirely produced by students. All staff positions are open to students.

Communication and Political Law Association (CLPA). The mission of CPLA is to awaken students' passion for communication, politics and law and to turn their political interest into political action.

Committee for Awareness Programs at Emerson (CAPE). This campus-wide committee operates out of the Office of Student Life, is comprised of students, faculty and administrators, presenting educational programs to promote awareness on topics of multiculturalism, sexual assault, substance abuse, the environment, sexuality, and STDs/AIDS. All members of the campus are invited to participate.

Developed Images. Emerson's only annually published creative black and white photography magazine. Photographs may be submitted by anyone in the Emerson community.

Earth Emerson. Earth Emerson works to promote environmental awareness and stewardship and to better the campus, community, and global environments through student action. Annual activities include cause fund-raisers and benefit concerts, recycling, hiking, community clean-ups and campus greening projects.

Emerson's Black Organization with Natural Interests (EBONI). EBONI is an organization dedicated to the political and cultural reawakening of African-American students in the Emerson Community. Students organize and sponsor such programs as Harambee, Kwanzaa, cultural retreats, Black History Month, and the end of the year Awards Banquet. They also maintain a resource library and attend seminars and conferences designed to further the involvement and increase the influence of African-American students at Emerson.

Emerson Comedy Workshop (ECW). ECW's main purpose is to explore and perform any and all comedic forms, as well as to provide experience for students interested in the field of comedy with a special emphasis on sketch comedy. Membership is open to full-time students who complete the audition process and are chosen to be actors, writers or directors.

Emerson Alliance of Gays and Lesbians and Everyone (EAGLE). This group was established to promote visibility and acceptance of queer culture throughout the campus and community. Membership is open to any student who is interested in aiding others with a personal acceptance of homosexuality. The group sponsors social, academic and awareness functions for the community on issues relevant to queer culture.

Emerson College Chinese Student Association (ECCSA). The Emerson College Chinese Student Association (ECCSA) was officially recognized in the spring of 1993. This organization is dedicated to introducing Chinese culture, customs and language to the College and the community through activities and events. ECCSA is also committed to making the College community aware of the Chinese students' presence by introducing Chinese culture and issues to the community. ECCSA makes an effort to welcome and assist all newly arrived students from the Republic of China (Taiwan), People's Republic of China, Hong Kong, and Singapore.

Emerson Communication (EmComm). EmComm is a student-operated and faculty-advised marketing communication agency dedicated to providing students with hands-on experience in the areas of advertising, public relations, promotion, graphic design and computer graphics. EmComm services are available to on-campus and off-campus organizations.

Emerson Dance Company. The Emerson Dance Company is a student organization that welcomes both the accomplished and beginning dancer. The group offers opportunity and growth in the areas of performance and choreography. They also offer master classes by well-known choreographers and dancers that are open to the Emerson community.

Emerson Gamers Association (EGA). EGA promotes the educational aspects of role-play and gaming in critical thinking, teamwork and creative communicative arts.

Emerson Independent Video (EIV). EIV is a student-run organization serving the Emerson community. Its goal is to allow students to apply or learn their skills in all phases of television production in a professional atmosphere. EIV produces several newscasts, and multiple field and studio productions of varying lengths and genres. EIV has remote equipment for on-location shoots and its own editing facility for post-production. EIV also produces the EVVY Awards, an award ceremony where distinguished industry professionals give awards honoring Emerson's best student work. The EVVY Award ceremony is a major event in the Emerson community.

Emerson International (EI). The College's international student organization works with the Director of International Student Affairs to provide support for Emerson's international population as well as increase cultural awareness within the College community. Made up of students of diverse backgrounds and interests, EI provides social and educational programs while serving as a resource for projects identified by the Director of International Student Affairs.

Emersonian. This student-produced College yearbook is a permanent chronicle of the days, people, places and events of the academic year.

Emerson Records. Emerson Records is a student-operated record company. Students record, promote, and release audio CDs in the commercial market. Students work in production, engineering, marketing, public relations, business management, new media, and graphic design.

The Emerson Review. This award-winning literary magazine is edited by undergraduates and issued biannually. It includes short stories, poetry, articles, and reviews by students, as well as work solicited from graduate students, faculty, and guest authors.

Emerson Songwriters Alliance. This group is dedicated to exploring the art of songwriting, from creating and analyzing pieces to inciting a greater thirst for music appreciation at Emerson.

Film Arts Society (FAS). FAS allows students to explore a hands-on approach to film culture. The organization is comprised of three student-run film groups: Women in Motion (a production group), *Latent Image* (a journal of student film criticism), and Films from the Margin (a series devoted to independent filmmakers and their films).

Frames Per Second. Frames Per Second is a student run organization dedicated entirely to teaching professional film production. It is the only organization on campus that involves many students in the pre-production, production, and post-production of films. It is an opportunity for students to learn every aspect of film making, hands on, before they reach their first production class. F.P.S. turns students into teachers.

Gangsters in Concrete. *Gangsters in Concrete* is a biannual student publication that encourages experimentation, exploration, and enthusiasm in the writing and reading of poetry and prose. Gangsters also sponsors workshops, seminars, and readings.

gauge. *gauge* is a student run, design-oriented magazine completely produced by and for Emerson College students. Its goal is not only to incorporate the various fields of study offered at Emerson into a singular publication, but to also push the boundaries of the magazine format.

Goodnews Fellowship. This is an ecumenical group, formed of students from many different church denominations. Meetings are held approximately once a week for Bible study and prayer. The fellowship seeks to build more community among Christians in the Emerson community, helps new students find area churches to attend, offers occasional services, seeks opportunities for community service, and participates in interfaith activities sponsored by the Center for Spiritual Life.

Hands-On Experience. Hands-On Experience is a student-run organization created to promote awareness of deafness and to teach sign language to students in all fields of study as a form of communication. Students perform on-campus as well as in the community by incorporating sign language, music, movement, and the dramatic arts.

Hillel. Emerson's chapter of Hillel provides social, cultural, religious and educational activities for those students wishing to learn of and participate in the traditions of Jewish life.

Hyena. *Hyena*, Emerson's humor magazine founded in 1979, provides an outlet for both written and visual humor.

Imagine Students Reaching Out. Imagine Students Reaching Out focuses on involving Emerson students with local community service projects. While helping others, members develop leadership skills, have fun, and enrich the lives of others.

Islamic Community of Emerson (ICE). The role and mission is to create a community for Muslim students, faculty and staff of Emerson College as well as to spread appreciation and education about the religion to interested non Muslim members of the community.

Jimmy's Traveling All-Stars. This technically oriented comedy group was established in the spring of 1999. Jimmy's Traveling All-Stars seeks to promote comedy through use of both live and taped sketch performances.

Läuph Magazine. This is a comedy publication specializing in long-form humor essays and workshops for comedy writers. Open auditions for writers, artists, photographers and layout are held annually.

Mercutio. This dramatic theater troupe explores all facets of producing, teaching, and performing theater. All students interested in stage managing, producing, assistant directing, and teaching are encouraged to participate.

Musical Theatre Society (MTS). MTS provides opportunities for participation in musical productions on and off campus. The Society sponsors special guest appearances by leading musical theatre personalities, is responsible for administration of an Award of Distinction, and co-produces a major spring musical in association with Emerson Stage, the producing arm of the Performing Arts Department.

National Student Speech-Language-Hearing Association (NSSLHA). All Emerson students have the opportunity to become members of this national organization. The Emerson chapter provides the opportunity for students to take part in professional activities in the study of normal and disordered human communication behaviors on a local, regional, and national level. Students are provided with the opportunity to expand their knowledge of communication disorders through conferences, workshops, lectures, voluntary efforts, and other experiences.

National Broadcasting Society /Alpha Epsilon Rho (NBS/AERho). Outstanding broadcasting students are eligible for this national honorary broadcasting society. The Emerson chapter produces its own TV and radio programs and serves the media needs of the Emerson community.

Newman Club. The Newman Club provides opportunities for Catholic students to develop their faith and to work on-campus in sponsoring prayerful, social, educational, and service-oriented activities.

Noteworthy. The purpose of this organization, created in the fall of 2002, is to promote creativity, education of music and diversity with regards to the acappella scene at Emerson and in the Boston community. The group provides entertainment for a variety of on and off-campus events.

Off-Campus Network (OCN). Off Campus Network serves as a liaison between off campus students, the Office of Student Life, the SGA, and the College. Secondly, it works to design programs and services to meet the needs of the off-campus population. Third, OCN also plans social functions for its constituency. All students are encouraged to become involved in the Network.

Public Relations Student Society of America (PRSSA). PRSSA is a national professional society of students aspiring to careers in public relations. PRSSA at Emerson brings students together with public relations professionals in a broad range of profit and non-profit careers, and sponsors student projects for clients outside the academic realm.

Radio-Television News Directors Association (RTNDA). One of the first student chapters of this national broadcast news directors professional organization is at Emerson College. It is open to students committed to broadcast journalism careers. RTNDA activities include professional and service programs, professional networking opportunities, as well as social events.

RareWorks Theatre. RareWorks' purpose is to support theatrical productions fully produced, directed, managed, and otherwise staged solely by students of Emerson College.

The Shakespeare Society. The Shakespeare Society's mission is to provide an opportunity for Emerson students, of all majors and levels to read, discuss, explore, and perform the works of William Shakespeare, and related material through weekly discussion groups and production work; and to promote the knowledge of and interest in Shakespearean literature and theater in the greater community through educational outreach, workshops and public performances.

Society of Professional Journalists (SPJ). Created in 1983, Emerson's student chapter of this prestigious national professional organization is open to students committed to a career in journalism. SPJ activities include professional programs, service activities, and social events.

spec. spec. was founded to provide a means for students to explore their artistic abilities as well as those of other student screenwriters, and to promote and nurture the interest of those who wish to pursue a career in the field of screenwriting. spec. serves the video and filmmaking community by conducting workshops and by hosting annual performance-style readings.

Swolen Monkey Showcase. This comedy and improvisation group is fully aware that it has misspelled "swollen." The group performs original material throughout the year at scheduled showcase performances on-campus and at Boston's comedy clubs. Auditions are held each semester for students interested in comedy writing and/or performing. Membership is open to those students interested in production and advertising aspects of the organization.

Kidding Around. Kidding Around is the Emerson theatre group that performs and provides unique theatre experiences exclusively for children. It performs on-campus and at local schools and after school programs where it creates an "interactive" theatre environment with children of all ages. Emerson students are encouraged to become directors, designers, producers, actors, and writers.

This is Pathetic. This is Pathetic theatrically explores the personal, uncomfortable, disturbed and sometimes inappropriate aspects of life. By placing these events of life in an experimental comic atmosphere, it helps us to understand them. Auditions are held biannually.

The Undergraduate Writers Network. The Undergraduate Writers Network is an organization focusing on the writing community at Emerson. The group is committed to enhancing communication between Writing, Literature and Publishing faculty and students, and letting students know of community readings, slams and workshops. Informal workshop sessions are held and The Undergraduate Writers Network sponsors such things as poetry slams and readings.

Warlords. Through teamwork, determination and the exploration of current technologies, members of Warlords will create films and digital videos in the genre of action and all sub-action genres and crossovers.

WECB. This closed-circuit radio station (99.9FM/640AM) serves the Emerson residence halls and dining facility. The station is staffed by students and operates on revenue generated through advertising. Auditions are held at the beginning of each term. Positions are available in sales, promotion, production, public relations, programming, music announcing, news reporting, and sportscasting.

WERS-FM. WERS 88.9FM, New England's oldest non-commercial radio station, WERS-FM reaches out to a potential audience of three million people with its eclectic blend of music, news and public affairs programming. The 4,000-watt station is entirely student-operated and has been recognized nationally for its excellence. *Boston Magazine* chose it as Boston's Best Radio Station in 1989 and *Details* magazine made the same choice in 1991. WERS raises much of its own funding through its annual LIVE MUSIC WEEK fund-raiser, during which over 90 live musical performances are presented from the WERS studios. Auditions are held at the beginning of each term.

Women's Voices of Emerson. The mission of this group is to provide educational information and support opportunities for the women of Emerson College.

FRATERNITIES AND SORORITIES

Greek Council. The Greek Council was established to facilitate the movement of Emerson's Greek letter organizations toward unification and harmony through the evaluation of existing and prospective Greek letter organizations, and through working together on projects to serve the Emerson College community. Membership consists of any fraternity or sorority recognized by the Greek Council and Emerson College.

Alpha Epsilon Phi. This is a national sorority which was originally founded at Barnard College in 1909 and begun at Emerson College in 1988. AEPhi is a social sorority that believes in promoting faculty approval, student esteem and Greek unity.

Alpha Pi Theta. A local social fraternity with goals of brotherhood, love, and trust.

Kappa Gamma Chi. A professional sorority founded in 1902 committed to serving the College and local community. The sisterhood fosters the ideal of nurturing professional, strong, and independent women.

Phi Alpha Tau. Founded in 1902, Tau is the oldest communication arts fraternity in the United States. Tau provides special programs and services at Emerson, including the College press conference and presentation of the Joseph E. Connor Award.

Sigma Alpha Epsilon. A national fraternity with a long history of service to the community. The brotherhood is involved in numerous charitable and social endeavors.

Sigma Pi Theta. A social sorority dedicated to stimulating unity, growth, support, and awareness among the women at Emerson College.

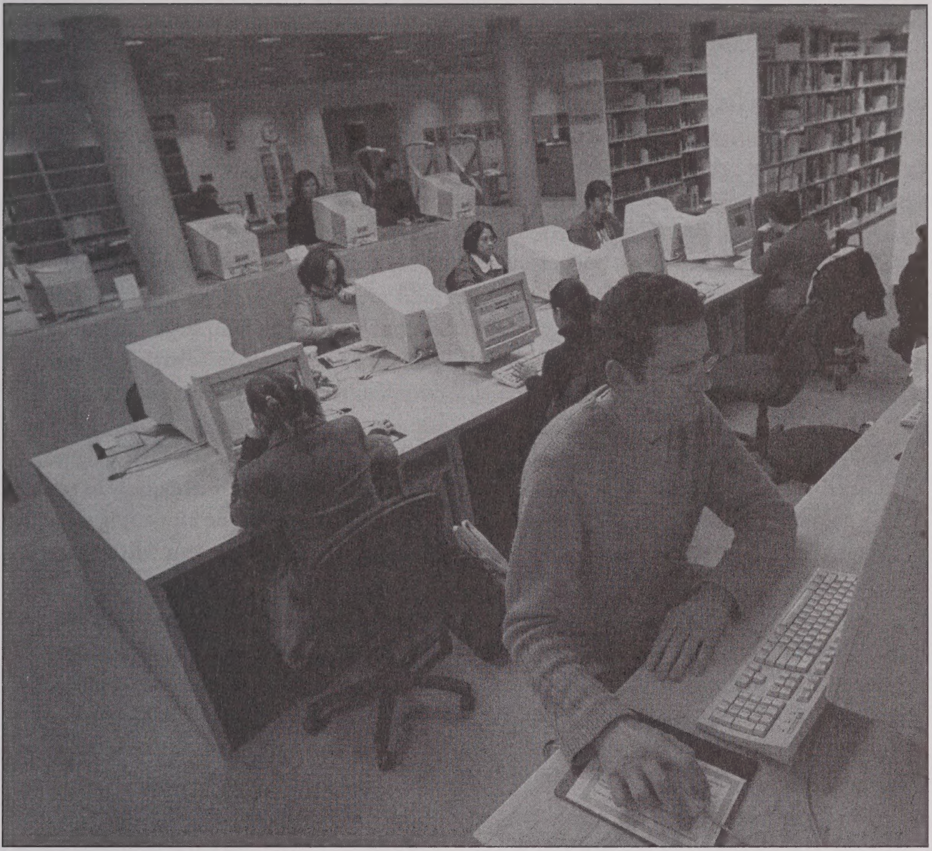
Zeta Phi Eta. The co-ed Alpha Chapter of the oldest national professional fraternity in the communication arts and sciences was founded at Emerson College in 1908. Membership is based on recommendation and scholarship in speech. Major community projects have included volunteering for various AIDS benefits, the Jimmy Fund, and the Boston Marathon.

HONORARY SOCIETIES

The Gold Key Honor Society. The Gold Key Honor Society is Emerson's official academic honor society. To qualify, a student must be either a junior or senior, with no fewer than 48 credits earned at Emerson College. Inductees into Gold Key are those juniors at the top 5% of their class, and seniors at the top 10% of their class (including seniors inducted in their junior year).

Lambda Pi Eta. A national honor society for students who have achieved academic distinction in communication. Open to juniors and seniors in the Department of Organizational and Political Communication, eligible students must have achieved a 3.8 or higher and have earned 60 or more credits.

For an expanded description of student clubs and organizations, consult the Student Handbook.



FINANCIAL ASSISTANCE

Emerson College's Financial Assistance Program helps qualified students and their families finance the student's education. Sources of assistance include scholarships, grants, employment, loans, or a combination of these. Institutional funds at Emerson College are awarded on the basis of both financial eligibility and academic merit. All federal funds are awarded on the basis of financial eligibility. The responsibility for financing a college education initially rests with the student and his or her family. Assistance is provided by the College as a supplement to the family's effort. Anyone wishing to apply for financial assistance should access our website at *www.emerson.edu/financial_services/*.

College Costs and Student Expense Budgets

The total cost of attending an institution is an important factor in family financial planning. The tuition, room and board and other fees and charges compose the majority of an Emerson student's expenses. However, books and supplies, personal needs and transportation must also be included. Students and parents should allow for inflation when considering financing four years of attendance at Emerson. The college estimates that the typical residence hall student should be prepared for costs of approximately $35,758 for the nine months of the 2004-2005 academic year. Students living off campus should expect costs of $35,289, which includes an estimated amount for nine months of rent and off campus expenses. Commuting students can anticipate spending perhaps $28,408 for the academic year. (A commuter is defined as a student living at home with his or her parents or other relative.)

All of the expenses listed above are used to determine the student's college budget. When the Office of Student Financial Services reviews an application to determine a student's financial eligibility, this entire college budget is used as a base, rather than merely the amount of the tuition and room/board bill.

If a student's living arrangement changes after submitting the Free Application for Federal Student Aid (FAFSA), he or she should contact the Office of Student Financial Services. This action may result in a change in financial assistance offered.

Determining Independent Student Classification

The Office of Student Financial Services must determine who provides the majority of support for the student's education. When the parent(s) provide this support, the student is classified as a dependent student, and the award is an analysis of the financial position of the parent(s) and student.

The responsibility for financing a college education rests with students and their families. In the distribution of institutional funds, Emerson College reserves the right to determine dependency status for each student.

For federal and state assistance, an independent student is an individual who meets one of the following criteria:

1. An individual at least 24-years old by December 31 of the award year.
2. An orphan or ward of the court.
3. A veteran of the Armed Forces of the United States.
4. An individual with legal dependents other than a spouse.
5. A graduate or professional student.
6. A married person.

Independent students should see the instructions on the Free Application for Federal Student Aid (FAFSA) when applying for assistance. All independent students will be required to submit copies of their parents' previous year's federal income tax return to the Office of Student Financial Services to be considered for Emerson College grant assistance.

Application Procedures

To be considered for financial assistance at Emerson College, a student must be accepted for admission into a degree-granting program and plan to attend college on at least a half time basis (six or more credits). The procedures that should be completed when applying for assistance are described below.

Step 1: Complete the Free Application for Federal Student Aid (FAFSA) and the PROFILE application* (PROFILE if applying for Early Action admission)

The FAFSA and the PROFILE assist the College in determining the applicant's financial eligibility. The forms ask for information regarding the family's income, assets, debts, family size, and any extraordinary expenses, such as high medical bills. To complete the Free Application for Federal Student Aid (FAFSA), you can go online to *www.FAFSA.ed.gov* or you can obtain a paper FAFSA and mail it to the Federal Processor. To complete the PROFILE* application you can either go online to *www.collegeboard.com*, or you can call 800-778-6888 to register via the telephone. Parents' information must be provided for all dependent and independent students. The PROFILE* code number for Emerson College is 3367, and the FAFSA code number for Emerson College is 002146. Note: It takes 4-5 weeks for mail versions to arrive at Emerson.

To receive priority consideration for financial assistance, the PROFILE* application and all supporting documentation must be received by Emerson College by March 1st for entering freshmen, April 1st for new transfer students, and April 15th for upperclass students.

Students whose files are completed after the priority-filing deadline will receive secondary consideration for assistance. If, however, the demands on funds for students are greater than projected, it may not be possible to offer certain types of assistance to students whose files are completed during this time.

*The PROFILE application is required only by students applying for Early Action admission.

Step 2: Apply for State Grants and Scholarships

All students must apply for any type of state grant or scholarship for which they qualify. Massachusetts and several adjoining states have grants and scholarships that can be used to attend Emerson College. Students can apply for these funds by completing the FAFSA. Please consult your state agency for the deadline dates.

Step 3: Supply All Required Documentation

All dependent and independent students applying for assistance at Emerson College must submit a signed, complete (including all schedules and W-2 forms) copy of their parents' and their own federal tax returns for the most recent tax year directly to the Office of Student Financial Services. Awards are not final until validated by all requested verification data. If tax returns were not filed, other documentation of income must be provided. Examples of alternative documentation include W-2 Forms or Social Security benefits statements.

Important Financial Assistance Dates

FALL SEMESTER

March 1 **Freshmen:** Processed FAFSA and supporting documentation must be on file with the Office of Student Financial Services for priority consideration. Students who complete their applications by this date will receive an award letter by April 1.

April 1 **Transfers:** Processed FAFSA and supporting documentation must be on file for priority consideration for financial assistance. Students who complete their applications by this date will receive an award letter by May 15.

April 15 **Upperclass Students:** Processed FAFSA and supporting documentation must be on file for priority consideration for financial assistance. Students will be notified of their financial assistance awards beginning in June.

SPRING SEMESTER

November 15 **Freshmen, Transfers, First Time Aid Applicants:** Processed FAFSA and supporting documentation must be on file for priority consideration. Students who complete their application by this date will receive an award letter by December 20.

Award Procedures

EVALUATION AND NOTIFICATION OF AWARDS

Upon receipt of the FAFSA (and PROFILE application*,) the Federal Processor and the College Scholarship Service analyze the data. This information is then sent to Emerson College, where a Student Financial Services officer reviews the information. The expected family contribution is then subtracted from the student expense budget to establish the student's level of financial eligibility. This amount is the maximum amount of financial assistance that a student is eligible to receive.

The Office of Student Financial Services approves all awards and offers this assistance to the student through a financial assistance statement. The student must accept the offer by signing and returning the College's copy of the letter within two weeks of receipt. No assistance will be available to the student until this letter is returned.

REVISING OR REVOKING PROGRAMS/AWARDS

Please note that Emerson College reserves the right to revise or revoke an award offer or program at any time without prior notice.

ACADEMIC ELIGIBILITY STANDARDS

The Federal Higher Education Amendments of 1976 and 1998 require the College to define and enforce standards for satisfactory academic progress. Students receiving financial assistance from federal, state, or institutional sources must conform to the College's definition of satisfactory progress.

To be eligible for financial assistance, students must successfully complete at least 75% of his or her credits per semester. Students earning fewer than six credits per semester are not eligible for financial assistance. NOTE: Grades or recorded symbols of F, WF, WP, I, AUD, and DEF are not considered as successfully completing a course.

For academic eligibility, students must maintain a minimum cumulative average for freshmen (32 credits or less) of 1.7 and for upperclassmen (33 credits or more) of 2.0. The Registrar's Office will report grades to the Office of Student Financial Services within two weeks of the receipt of grades each term. A student who falls below the minimum cumulative average will lose his or her financial assistance for the following semester. A student may also lose financial assistance if he or she completes two consecutive semesters with a semester grade point average under 2.0 regardless of that student's cumulative average.

Federal regulations state that students may only receive financial assistance for courses that count towards their degree and graduation requirements. During a student's senior year, the Office of Student Financial Services will work with the Registrar's Office to determine the required enrollment status for each financial aid applicant. If the student needs less than full time credits to complete their graduation requirements, their aid will be adjusted appropriately

FINANCIAL ASSISTANCE DISBURSEMENT

Finalized financial assistance awards are disbursed directly to the student's account after the add/drop period of each term. Students receiving loan assistance must sign the appropriate promissory note(s) before funds can be credited to their tuition accounts. Any loans with unsigned promissory notes are subject to cancellation. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Emerson College Grants will be credited, after the drop/add period, directly to the student's account as long as the student's file contains all required paperwork.

Refunds will be extended to those who have completed the necessary documentation and have a credit on their account, which has been authorized by the Office of Student Financial Services. No refunds will be extended to those students awaiting receipt of a Federal Stafford Loan, state scholarship, or private loan funds. There are no credit balances issued to students anticipating earnings from student employment.

CHANGE IN CREDITS/STATUS

Students who reduce the number of course credit hours for which they are registered or who change their housing status will be subject to reduction of their financial assistance award. If a refund has already been issued by the Office of Student Financial Services, the student is responsible to pay the College or the appropriate financial assistance programs. Students working in the Federal Work-Study Program will be subject to termination of employment if their course credit load places them below full-time status. It is the student's responsibility to notify the Office of Student Financial Services if either of these status changes occur. Emerson College assumes no responsibility for funding reduced or revoked as a result of not being properly registered.

WITHDRAWALS/LEAVES OF ABSENCE

Emerson College students who receive federal financial aid and withdraw or take a leave of absence from the College after the beginning of the term will be reviewed and a federally mandated calculation will be performed on their financial aid. The calculation will determine the percentage of the refund to charges and the amount of financial aid to return to Title IV/federal funds. The student is required to notify the Office of the Dean of Students and complete a withdrawal form. The Refund Coordinator in the Office of Student Financial Services will review this form and determine the percentage of the refund based on the date of withdrawal, as determined by the Office of the Dean of Students. The Office of Student Financial Services will perform this calculation within the 30 days allotted under the Higher Education Reauthorization Act of 1998 and will adjust aid and/or charges, as necessary.

For students who receive Emerson College Merit awards only, the Merit awards will be adjusted based on Emerson's standard tuition refund policy.

Students who received Massachusetts State Scholarship funds will have their funds returned in accordance with the Massachusetts State Scholarship Refund Policy.

Scholarships and Grants

These programs are monetary awards not requiring repayment or service by the student. Grants and scholarships are awarded to matriculated students demonstrating financial eligibility, and academic achievement. Such students are eligible for grants as long as their academic record is above the minimum required to maintain good standing with the College. To be considered for these funds a student must submit a complete financial assistance file each academic year.

Emerson Grant. Emerson Grants are awarded to full-time students solely on the basis of need, as determined by the Office of Student Financial Services.

Federal Pell Grant. This grant is a federal program established to provide eligible students with financial assistance. Federal Pell Grant funds are available to matriculated students who have not earned a first bachelor's degree. Awards are determined by a federal formula applied to all applicants. Federal Pell Grants are awarded directly by the federal government and are disbursed by the College.

Massachusetts State Scholarship. To be eligible, a parent and student must be residents of Massachusetts for one year prior to the start of the academic year and the student must be enrolled as a full-time undergraduate student. To apply, students must complete the FAFSA before the appropriate state deadline date.

Federal Supplemental Educational Opportunity Grant (SEOG). The Federal Supplemental Educational Opportunity Grant is a federal program to assist in making the benefits of post-secondary education available to students. To be eligible, students must be enrolled at least half time in an undergraduate course of study and show financial eligibility. Recipients and the amount of the reward are determined by the College.

Other State Scholarship Programs. Several other states have educational grants, which can be used to attend Emerson College. Currently these states include Connecticut, Delaware, Maine, New Hampshire, Pennsylvania, Rhode Island, Vermont, and Washington, D.C. Eligibility requirements, grant amounts, and deadline dates vary for each state.

PRIVATE SCHOLARSHIPS

Students receiving any scholarship funds or tuition benefits other than those offered through their initial Emerson Financial Assistance Award must notify the Office of Student Financial Services of the source of the private award and the amount to be received. Private Scholarships will be incorporated into the student's existing financial aid award and will first meet any remaining institutional eligibility. If eligibility has been met, Federal Work Study and/or Perkins/Mass No Interest Loan will be adjusted before Emerson Grant funding is impacted.

MERIT SCHOLARSHIPS

Trustees Scholarship/Honors Program. The honors program is a four-year interdisciplinary academic program comprised of team-taught seminars and faculty-directed independent research. Admitted students receive a half-tuition Trustees Scholarship each year, which can only be applied to tuition. This scholarship is awarded annually up to eight consecutive semesters as long as the student is enrolled full-time and maintains a 3.0 grade point average in the Honors Seminars and a 3.3 cumulative grade point average. The Honors Program/Trustees Scholarship is available to incoming freshmen only. In order to be considered, interested students must submit the additional Honors Program essay with their application for admission to Emerson.

Dean's Scholarship. The Dean's Scholarship is a merit scholarship awarded to qualified incoming freshmen only. Students need not apply directly for the Dean's Scholarship; they are automatically considered based on the academic and personal credentials submitted when they apply for admission to the College. This scholarship can only be applied to tuition. This scholarship is awarded annually for up to eight consecutive semesters as long as the student is enrolled full-time and maintains at least a 2.75 cumulative grade point average.

Stage Scholarship. The Stage Scholarship is a merit award given to incoming freshmen in the Performing Arts Program. Students need not apply directly for the Stage Scholarship; they are automatically considered based on criteria determined by the Department of Performing Arts. Students are awarded the scholarship each year for eight consecutive semesters as long as they maintain satisfactory academic progress, enroll full-time and remain enrolled in the Department of Performing Arts.

City of Boston Scholarship. A full tuition renewable scholarship is awarded each year to an incoming first-year or transfer student who is a City of Boston resident and a graduate from a Boston school or METCO program with demonstrated financial need and academic achievement. The recipient is required to enroll full time, maintain a 2.75 GPA, and live on campus for their first two academic years. The award is renewable for up to eight consecutive semesters.

Boston Arts Academy Scholarship. Two half tuition renewable scholarships are awarded each year to incoming first-year or transfer students who are City of Boston residents and graduate from the Boston Arts Academy with demonstrated financial need and academic achievement. The recipients are required to enroll full time and maintain a 2.75 GPA. The award is renewable for up to eight consecutive semesters.

Elma Lewis Scholarship. Established in honor of Dr. Elma Lewis (B.A. '43) the scholarship is awarded to an incoming first-year or transfer student from African, Asian, Hispanic, or Native American backgrounds who demonstrate a commitment to the community and active participation in communication or the arts. Recipients are required to enroll full time and maintain a 2.75 GPA. The award is renewable for up to eight consecutive semesters.

RESTRICTED SCHOLARSHIPS

Emerson College has a number of restricted scholarships and awards that are available to students who meet the eligibility requirements set forth by the respective donor. All awards are made by Office of Student Financial Services. If the award is designated for a student(s) in a particular department, that department is consulted. Due to the balance of individual endowment funds, not all scholarships are awarded annually.

The Scholarships listed below are funds conferred to Emerson College by private donors. These scholarships are disbursed through the Office of Student Financial Services. To be considered, students must complete a financial aid file with the Office of Student Financial Services unless otherwise noted. These scholarships are awarded to a student for one semester; they are not renewable. Funding for these scholarships is not guaranteed each year. Awards are dependent on funding levels. These scholarships are only for full time students and are only available for courses taken during the fall and/or spring semesters. Adult degree students will not be considered for these funds.

Eckardt and Barbara Horowitz Beck Scholarships. Established by a gift from E. Chris Beck '68, H'94 and Barbara H. Beck '69. Awarded on the basis of excellence in communication to students with freshman, sophomore, or junior standing who demonstrate financial need.

Beth Hodgson Berkowitz Scholarship. Established in 1998 and awarded on the basis of financial need to a student who has maintained at least a B grade average.

Bill Bordy Scholarship. Established by a gift from Bill Bordy '58, and awarded on the basis of financial need and academic achievement. One scholarship will be given to a student in each of the following programs: Performing Arts, Visual and Media Arts or Journalism; and Writing, Literature and Publishing.

Ruth and Bernard Bork Scholarship. Awarded on the basis of financial need to a student majoring in Communication Sciences and Disorders.

Mark Bortman Scholarship. Awarded to a student with financial need who has demonstrated superior academic achievement in his/her freshman and sophomore years. The Bortman scholarship is credited for two consecutive years at the junior and senior level. (This is an exception to the non-renewable clause listed above.)

Mary Burrill Scholarship. Established in 2002 in honor of playwright and educator Mary "Mamie" Burrill, 1904, the earliest known Emerson graduate of color. Awarded to deserving AHANA (African-American, Hispanic, Asian and Native American) students.

Daren Cecil Scholarship. Established in 1986 in honor of Darren Cecil '86. Awarded to an undergraduate with a disability who shows financial need and demonstrates a high level of academic performance.

Chet Collier Fair and Balanced Journalism Scholarship. Established in 2003 in honor of Chet Collier '50, the scholarship will be awarded to an undergraduate journalism student who demonstrates an understanding of fair and balanced journalism.

Hamilton D. Comstock Scholarship Fund. Established by the National Alumni Board of Directors in honor of Hamilton Duffy Comstock '67, G'69. Supplemented by a gift from the estate of Jane Comstock. Awarded to the child of an Emerson College graduate who demonstrates excellence in scholarship, strong leadership potential, and participation in alumni affairs.

S. James Coppersmith Broadcasting Scholarship. Established in 1997 by friends and associates. Awarded to a student entering his/her junior year concentrating in Broadcast Journalism. The award is based on high academic achievement and financial need.

Wilma Tyson Cremer Scholarship. Established in honor of Wilma Tyson Cremer '39 by her husband. The scholarship is awarded to a student who excels in oratory or oral interpretation.

John Diamantakiou Scholarship. Established in memory of John Diamantakiou '91 by his family and friends. The scholarship is awarded to a student in Political Communication.

Lois Dow Scholarship Fund. Established by bequest of Lois Dow Wilkins '29. Awarded to students who demonstrate financial need with an outstanding interest in the study of Performing Arts and Visual and Media Arts.

Empire Scholarship. Funded by Michael Goldstein '84 and Nancy Staiti Goldstein '84, an award presented to an EVVYs award-winning junior based on financial need.

Polly Epstein Scholarship. Established in her memory by her husband and children in 1996. The award is granted to a student based on financial need and academic achievement.

Jonathan Hart Friedenberg '84 Scholarship. Established in his memory by family and friends. The scholarship is awarded to an undergraduate student showing excellence in Film.

Amy Beth Gallagher '88 Scholarship. Established in Amy's memory by family and friends. Awarded annually to a student (or students) from Clinton, Essex , Franklin or St. Lawrence Counties of Northern NY. Student(s) must demonstrate academic achievement and financial need. Preference should be given to students interested in a career in Mass Communications. If no one in the above counties is eligible, the scholarship can be awarded to a student from as far south as Albany, NY.

Olive Palmer Hansen Scholarship. Established by in 1956 by a bequest from Olive Palmer Hansen, the scholarship is awarded on the basis of academic standing and need.

William Randolph Hearst Scholarship. Established in 1987. Awarded to AHANA students (African, Hispanic, Asian, and Native American) on the basis of financial need.

Penelope Hirsch Student Director Award. Established by her family and friends in memory of Penelope Hirsch Zettler '71. Awarded to a student who demonstrates an academic interest in directing. Preference is given to female students.

Laura C. Hodgkinson Scholarship. Established by bequest from Ms. Hodgkinson and awarded on the basis of financial need.

Evelyn Horowitz Video Poetry Prize. Established in 1992. Awarded to an undergraduate or graduate student(s) for best original video based on a poem by a contemporary poet (still alive and writing).

Iwasaki Scholarship. Established in 1998 by Dr. and Mrs. Shoo Iwasaki. Awarded annually to two students in the entering freshman class who are American citizens accepted into the Honors Program. This scholarship is renewable provided that the student maintain full-time status in the Honors program and have a GPA of 3.3 or higher to qualify for ongoing support.

V.C. Jessman Scholarship. Established by bequest in 1968. Awarded on the basis of high academic performance and financial need.

Elizabeth Keppie Scholarship. Established by Elizabeth Keppie in 1908. Awarded to a student with high academic performance and financial need.

Helen Hughes Lane Scholarship. Established in 2001 by bequest of Helen Hughes Lane '39. The award is granted to an undergraduate or graduate student in Journalism.

Agnes Lindsay Trust Scholarship. Awarded to needy students from rural communities (fewer than 5,000 residents) in New England. Funded since 1994 by the Agnes Lindsay Trust.

Arch MacDonald Scholarship. Established by TV stations WNEV, WCVB, WBZ, and WLVI in honor of Arch MacDonald, Boston's first TV news anchor. Awarded to a student in Broadcast Journalism who demonstrates academic achievement, financial need, and potential success as a professional.

Beatrice Talmas Mantel Scholarship. Established in 1990 by a gift from the estate of Beatrice Talmas Mantel '19. The award is based on financial need and high academic achievement.

Lou Marcel Scholarship. Established in his memory in 1986 by friends, family and WCCM-FM. Awarded to a sophomore, junior, or senior from the greater Lawrence, MA area concentrating in Radio/TV Journalism and demonstrating financial need.

Tricia Maslanka Scholarship. Established in her memory by her parents in 1991. Award given to a student who intends to pursue a career in professional or theater education, demonstrates financial need and maintains a GPA of 2.75 or above.

Rosemary H. McCorkle Scholarship. Established in 1996 in her memory. Award preferably given, but not limited to, an African-American studying Communication Sciences and Disorders and entering his/her junior year who demonstrates financial need and academic progress.

Phyllis Adams McCullough Scholarship. Established by a gift from Phyllis Adams McCullough '35. Awarded to a student studying Performing Arts who demonstrates financial need.

Joy McKinley Scholarship. Established in 1983. Awarded to a Communication Sciences and Disorders student who demonstrates financial need.

Gertrude Morrison Scholarship. Established under the will of Gertrude Morrison '15, H '62. Awarded to a talented and worthy student.

Max Mutchnick Scholarship. Established by Max Mutchnick '87, in 2000. Awarded to two incoming freshmen who have distinguished themselves as effective advocates for gay students. Each student must also demonstrate financial need and high academic achievement. (This can be repeated for as many as eight semesters. There will not be a new recipient for 2004-2005.)

Zarie A. Noorjanian Scholarship. Established by Zarie Noorjanian '30. Awarded to a student in Visual and Media Arts or Journalism on the basis of financial need and high academic standing.

Sadie A. O'Connell Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of Sadie A. O'Connell '21. Awarded to a student in Writing, Literature and Publishing on the basis of financial need and high academic standing.

Rod Parker Playwriting Award. Established by Rod Parker '51, H'77. Awarded to an undergraduate or graduate student who demonstrates exceptional playwriting talent, commitment to the writing of plays for the stage, and financial need.

Leo and Regina Posnansky Scholarship. Established by former Emerson employee Dan Posnansky in honor of his parents. Awarded based on financial need and academic achievement.

Dominic J. Puopolo Entrepreneurial Scholarship Fund. Established by friends in 1999. Awarded to an undergraduate who has demonstrated unique qualities of individual and professional initiative that best predict-future success

Mabel Arnett Putnam Scholarship. Established by bequest in 1976. The award is based on financial need and academic achievement.

RKO General, Inc. Minority Scholarship. Awarded to students of color from the Commonwealth of Massachusetts concentrating in one or more areas of communication to the public (radio/television, film, or print/broadcast journalism) who demonstrate high academic achievement and financial need.

Ellen Reich Memorial Scholarship. Established in 1981 by family and friends of Ellen Reich '75, the award is granted on the basis of financial need and academic standing.

Bertha Reynolds Scholarship. Funded by Mr. and Mrs. Joseph C. Reynolds. The award is based on academic achievement and financial need.

Riendeau Memorial Scholarship. Established in memory of Leonard Riendeau '64 by family and friends. The award is for a junior or senior in Theatre Education who maintains a minimum GPA of 3.2 and demonstrates financial need.

Cecil and Helen Rose Oral Interpretation Performance and Forensics Grants. Established in 1994. Awarded to students who further the tradition and excellence in oral interpretation associated with the area of Communication Studies. Grants are awarded for forensics and oral interpretation of literature.

Helen Rose Junior Prize. Established in 1994. Awarded to a junior entering his or her senior year holding the highest GPA.

Harry S. Ross Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of former Emerson College President Harry Seymour Ross. Awarded to a student in the Department of Communications based on high academic standing and financial need.

Saga/Marriott Scholarship. Established in 1987. Awarded on the basis of academic achievement and financial need.

Isabel Sanford Award. Established by a gift from Isabel Sanford H'85. Awarded to an African-American student entering his/her senior year and studying performance or writing for the theatre, television, or film.

Saval Scholarship. Established by Maurice Saval H'76. Awarded to sophomores, juniors, and seniors who demonstrate outstanding potential in their academic performance as well as special accomplishments in terms of community service, talent and/or leadership in the communication field. Financial need also considered.

Rena Shapiro Scholarship. Established by friends and family in 1988. Awarded to a Theatre

Education student who demonstrates financial need and who intends to pursue a career in teaching children.

Tom Shovan Scholarship Fund. Established in 1994 by friends, family and associates in memory of Tom Shovan. Awarded to undergraduate students majoring in Media Arts (with a preference for Broadcasting) who show tremendous promise and financial need.

Toba Berman Smokler Scholarship. Established by a gift from Toba B. Smokler '38. Awarded annually to a student from the Midwest who demonstrates academic excellence and financial need.

Joseph Spencer Scholarship. Established by the classmates and friends of Joseph Spencer '76. Awarded to a junior or senior concentrating in Visual and Media Arts or Journalism.

Surdna Foundation Scholarships. Established in 1987. Awarded to a student from New York State on the basis of financial need and academic achievement.

Maxine Cummings Walker Scholarships. Established in 1999. Awarded to students annually who demonstrate high academic achievement and an outstanding interest in attending Emerson College.

WCRB Scholarship. Established in 1986 in honor of WCRB founder, Theodore Jones. Awarded to a student of academic merit and financial need entering the field of radio broadcasting. Priority is given to women students of color.

Janet S. Yorston Scholarship. Established by Janet Smith Yorston '37, H'58. Awarded to worthy students demonstrating financial need.

John C. Zacharis Forensics Award. Established by a gift from the family of Dr. John C. Zacharis '58, G'59, the tenth president of Emerson College. Awarded to a full time incoming freshman who demonstrates promise in the area of forensics and, based on satisfactory academic performance, is renewed in the sophomore year.

John C. Zacharis Scholarship. Established by gifts from alumni, faculty, students, colleagues, and family of Dr. John C. Zacharis '58, G'59, the tenth president of Emerson College. Awarded to a full-time undergraduate or transfer student who has made a great impact on the Emerson College community.

Loan Programs

Recipients of loans have an obligation to repay the lender (whether the federal government or a private agency such as a bank), generally after graduation or leaving school. Under certain conditions, a loan may be at lower than market rate interest or may be forgiven if the recipient enters certain professions.

Federal Perkins Loans. The Federal Perkins Loan is available to students who demonstrate financial eligibility and are attending at least a halftime basis. Students may borrow up to $4,000 per year of school; a cumulative total of $20,000 during their undergraduate career. Borrowers must sign a promissory note and complete an entrance interview prior to the loan disbursement. Repayment at 5% interest begins nine months after the borrower graduates or leaves school. Billing for repayment of the loan is usually done quarterly, with a minimum monthly payment of $40, and a maximum repayment period of ten years. There are a variety of deferment and cancellation provisions for new borrowers. The promissory note contains information about these privileges. Federal Perkins Loans are awarded and distributed by the College.

Federal Subsidized Stafford Loan. Federal Subsidized Stafford Loans are low interest, long-term loans available to students with a demonstrated financial eligibility to help meet their educational expenses. A student who is enrolled on at least a half-time basis in a degree granting program is eligible to borrow up to $2,625 during the first year of undergraduate study, $3,500 for the second year and up to $5,500 per year for the third and fourth years of education. Students may borrow up to $23,000 during their undergraduate program.

The interest is variable and capped at 8.25%. No interest will be charged on the loan while the student is enrolled on at least a half-time basis. Repayment of the principal amount, with interest, will begin six months after graduation or after the borrower ceases to be enrolled at least half time. There are four repayment options available to students.

Federal Unsubsidized Stafford Loan. Federal Unsubsidized Stafford Loans are low interest, long-term loans available to students who are not eligible to participate in the Federal Subsidized Stafford Loan Program. The terms of the Federal Unsubsidized Stafford Loan Program are the same as the Federal Subsidized Stafford Loan Program in that a student who is enrolled on at least a half-time basis in a degree granting program is eligible to borrow $2,625 during the first year of undergraduate study, $3,500 for the second year and up to $5,500 per year for the third and fourth years of education. Students may borrow up to $23,000 during their undergraduate program. However, unlike the Federal Subsidized Stafford Loan Program these loans are not federally subsidized. They accrue interest while the student is in school.

Students may elect to defer payment of principal and interest while they are enrolled on at least a half-time basis. Students who elect this option will begin repayment of the principal amount, along with capitalized interest six months after graduation or after they cease to be enrolled at least half time. There are four repayment options available to students.

Employment

Federal Work Study Program (FWS). The primary purpose of FWS is to promote the part-time employment of eligible students. To apply, students must be enrolled fulltime in a degree program, demonstrate financial need, and show a willingness to work to finance their educational expenses. Students may be employed as college tour guides, library assistants, lab assistants, and so forth. The College also has a number of Community Service positions off-campus in the Greater Boston area.

For further information on Student Employment Programs, please refer to the Emerson Student Employment website at *cafe.emerson.edu/financial_services* (also available at the Office of Student Financial Services.) Federal Work-Study money is awarded and disbursed through the College in the form of wages.

Emerson Employment. The Emerson Employment Program follows essentially the same policies and procedures as the Federal Work-Study Program. However, there are several major differences. Emerson Employment positions are not awarded as part of a financial package. Students do not have to be eligible for financial assistance to apply for an Emerson Employment position. International students with the proper work authorization are eligible to participate in Emerson Employment.

Alternative Financing Options

Federal PLUS Loan. Federal PLUS Loans are insured loans that provide funds to parents of dependent students for educational expenses. A parent may be eligible to borrow up to the cost of education minus aid per year on the student's behalf. The Federal PLUS Loan is a credit-based loan and may be used to meet all or part of the expected family contribution as calculated from the FAFSA.

Repayment of this loan begins 30 days after the second disbursement of the loan. A new interest rate will be set each calendar year, but cannot exceed 9%. Application instructions can be obtained from the Office of Student Financial Services. Students whose parents are not eligible for the Federal PLUS Loan due to adverse credit history are eligible for additional Unsubsidized Stafford Loans.

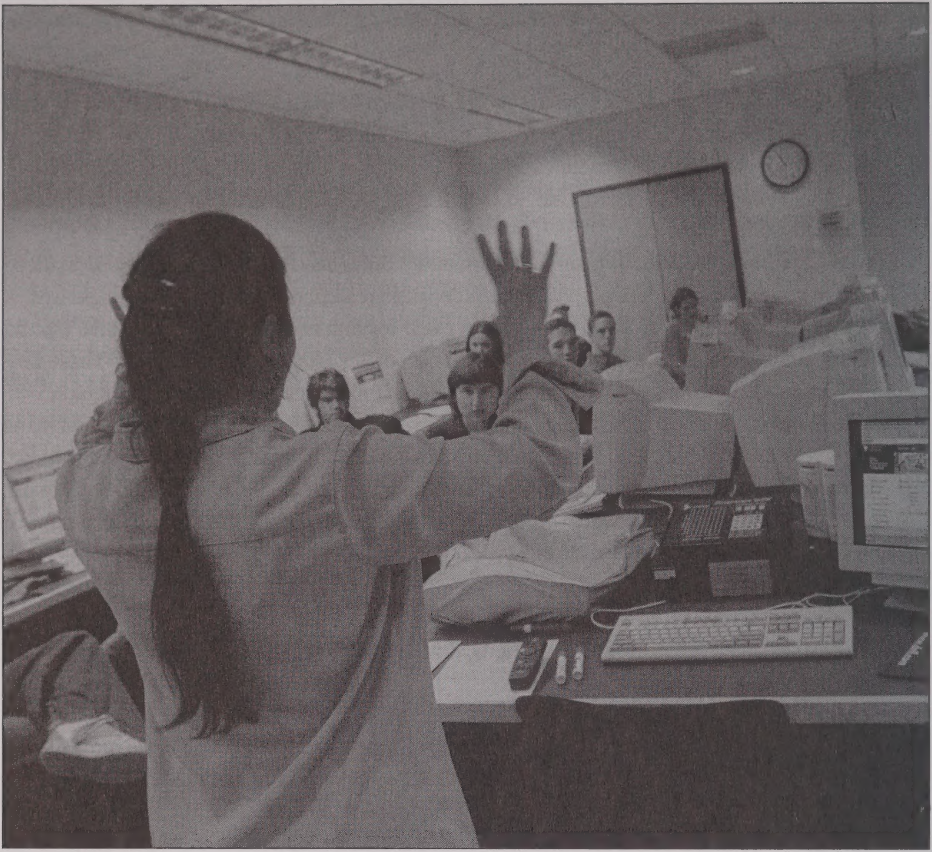
Federal Unsubsidized Stafford Loan for Independent Students. Federal Unsubsidized Stafford Loans are insured loans that provide funds to independent students for educational expenses. A student may be eligible to borrow up to $4,000 per year for first and second year students, $5,000 per year for upperclass undergraduates, and $10,000 per year for graduate students. These limits do not include amounts borrowed under the Federal Subsidized Stafford Loan Program.

Private Family Loan Programs. Emerson College participates in numerous low-interest loans designed specifically to help middle-income families finance the cost of attending the College. For more information on the alternative financing programs, such as MEFA, Citibank Citiassist Loan and Sallie Mae Signature loans, please contact the Office of Student Financial Services, or go online to *www.emerson.edu/financial_services/*.

Final Notes and Reminders

- All financial assistance information is strictly confidential and cannot be released without the consent of the student applicant..
- Students must apply for assistance each year.
- All students who wish to be considered for any type of Emerson financial assistance must file the FAFSA. All first time applicants must file the PROFILE application in addition to the FAFSA.
- All financial assistance awards are based upon financial need and academic standards set by the College. Awards are made for the entire academic year (September through May).
- Financial assistance is generally awarded during semester (fall and spring). Some summer assistance is available. More information is available at the Student Service Center
- Any financial assistance received by a student must be used solely for expenses related to attendance at Emerson College.
- Emerson normally has no scholarships, grants, campus employment, loans, or other kinds of financial assistance available for undergraduate students from countries other then the United States. International students should evaluate the cost of studying at Emerson and be prepared to finance it totally.
- All awards are based upon estimates of the amount of money Emerson College will receive from the federal government and elsewhere and the estimated number of applications. Therefore, all awards are subject to reduction or cancellation at any time during the semester or academic year if actual funds received do not meet the estimates. Should any change in the award be necessary, students will be notified on the earliest possible date.
- Students must notify the Office of Student Financial Services when there is any change of address, marital status, or academic, financial, or enrollment data. Changes may result in a revision of the student's Financial Assistance package.
- The total amount of Emerson funding a student will receive is limited to tuition charges to that student.

For more and detailed information on financial assistance, contact the Office of Student Financial Services, 120 Boylston Street, Boston, MA 02116-4624.



FINANCIAL POLICIES

It is the policy of Emerson College to provide educational programs, room and board, and social opportunities for students at a cost reflecting economic efficiency that is compatible with high quality. Every effort will be made to make charges clear and well known. Students are responsible for knowing and understanding charges and fees and for meeting financial obligations on time. Additional information pertaining to student accounts including tuition and explanation of fees can be accessed on our website at http://www.emerson.edu/financial_services/.

Financial obligations of enrolled students are indicated in the following section of this catalogue. Failure to meet payment deadlines through direct payment to the College's Student Accounts Office or by written evidence of grants or loan awards will result in an interest charge of 1.5% per month. Nonpayment will result in cancellation of enrollment, denial of registration for classes, denial of occupancy of dormitory space, and denial of use of the College dining room, library and all other facilities.

Students will be charged in full for willful or careless damage, breakage or loss of College property, including library materials. Notice of such charges, with substantiating evidence, will be issued by the College.

Billing and Payment

Tuition, fees, and all other charges are to be paid in full prior to August 2 for the fall semester; January 3 for the spring semester and at the time of enrollment for all summer and winter terms in order for students to be officially registered. Tuition statements will be mailed to the permanent address the College has on record. The College accepts Master Card, Visa, and American Express cards for payment of tuition and fees.

The Trustees of the College reserve the right to change tuition rates or fees, at their discretion, whenever it is determined advisable.

Deferred Payment Plans

Student accounts are payable to the College prior to the beginning of each semester, as billed. Students wishing to pay their accounts in monthly installments may do so by participating in the Academic Management Services (AMS) program. All deferred payment plan arrangements must be made directly between the student and the outside financial institution. Arrangements must be completed prior to the payment deadline.

Tuition and Fees

For full-time students, those registered for between 12 and 16 credits a term, one-half of the academic year's tuition is charged for the fall term and one-half for the spring term. Special and part-time students, and those enrolled for more than 16 credits, will be billed on a per-credit basis.

TUITION AND FEES 2004–2005	**TERM I** (Fall)	**TERM II** (Spring)	**TOTAL**
Tuition	$11,488	$11,488	$22,976
Room (standard double rate)	3,010	3,010	6,020
Board (average rate)	2,049	2,049	4,098
Student Government Association	154	-	154
Residence Hall Activities Fee (residents only)	30	-	30
Health Service	236	-	236
Orientation Fee (new students only)	118	-	118
Registration Fee	10	10	20
International Student Fee	25	-	25
International Student Pre-Orientation	85	-	85
Health Insurance (optional)	870*	-	870*
Commencement Fee (assessed upon completion of 90 credits)	75	-	75

*The Health Insurance is subject to change based on outside provider's rate increase.

Tuition on a per-credit (part-time or overload) basis is $718 per credit hour.

Please find miscellaneous fees as listed on following pages. All Fees are subject to change.

REFUND POLICY

Tuition refunds are available to students who have overpaid their accounts. Refunds will be processed upon receipt of a written request, or a completed standard refund form. Tuition refunds to students who have withdrawn officially are made when withdrawal is filed as follows:

During the first two weeks of classes—80% refund of tuition
During the third week—60% refund of tuition
During the fourth week—40% refund of tuition
During the fifth week—20% refund of tuition
After the fifth week—No refund is made

Prorated room and board credit adjustments are made to students who file a written withdrawal or leave of absence prior to the end of the fifth week of a given term. See Student Handbook and Planner for additional details on room and board refund policy. Refunds usually will be processed within ten business days. Fees are non-refundable after the first day of classes.

No tuition refund is made when withdrawal of a student is required by College authorities, or when a student withdraws from a course with a WP or WF grade.

Withdrawal and Leave of Absences for Students Receiving Title IV Federal Assistance

All students are eligible to receive full credit of their tuition and fees, excluding non-refundable deposits, if they withdraw before the first day of classes. Students receiving federal financial aid funds who withdraw on or after the first day of classes will have their aid adjusted using the percentage determined by the Federal Return of Title IV Funds calculation. Adjustments will be made based on the number of days a student attends, up to the 60% point of the semester. Tuition charges on the student's account will be adjusted by the same percentage used to adjust aid. On campus housing and meal charges will be adjusted based on the College's published institutional policies. Other institutional fees charged to the student's account are not refundable.

Room and Board

One-half of the academic year's room and board charge is billed for the fall term and one-half is billed for the spring term.

Selection of a meal plan is mandatory for all students living in Emerson residence halls; it also is available to off-campus students. There are several meal plans from which to choose. Information on them is available from the Office of Housing and Residence Life.

All incoming and continuing students who request College housing must pay a $300 room deposit, which is applied to the first term's bill. This deposit is non-refundable.

Fees and Other Costs

Application Fee: Fifty-five dollars must accompany an application for admission. This fee is not refundable.

Tuition Deposit: Two hundred dollars is payable at the time of the student's confirmation of admission to the College. This deposit is non-refundable.

Student Government Association Fee: A Student Government Association fee of $154 is charged to each student to cover class dues, student government activities, athletic association dues, and publication of the College newspaper. Full-time students entering in Term II will be billed $77; students enrolled for eight credits or fewer will be billed $38 per term.

Orientation Fee: This is a one-time charge to all newly entering students.

Health Clinic Fee: This fee is mandatory and non refundable and is billed annually. Fifty percent of it is billed to students entering in the spring term. It will not be prorated for part-time, matriculating students.

Health Insurance Fee: All students are required to be covered by medical insurance. Emerson College's Student Health Insurance Plan costs are billed annually to students enrolling in the fall term. This insurance is in force for the calendar year starting September 1. This fee will be prorated and billed according to the number of months it will be in force for students first entering in the spring term. It will not be prorated for part-time, matriculating students. Students covered through outside sources must provide proof of U.S. based insurance coverage prior to the end of the second week of classes each year by completing a waiver form to be exempted from the Emerson College insurance fee. The Student Health Insurance Plan will be considered in force unless proper proof of alternate insurance is provided to the College by the deadline. International students please refer to the Student Handbook and Planner for a complete list of insurance rules and regulations.

INSURANCE REGULATIONS FOR STUDENTS WHO EXPERIENCE A LOSS OF COVERAGE MID YEAR

Massachusetts state law requires all students participating in at least 75% of the full-time curriculum (12 or more credits) to be continuously enrolled in a qualifying health insurance plan. Students who waive the College sponsored insurance program at the beginning of the applicable policy period, then subsequently lose their alternative coverage, are obligated to seek immediate enrollment in either the College sponsored plan or a qualifying alternative insurance plan. In either case, the student is responsible for notifying the Office of Accounts Management to enroll in the College sponsored insurance plan or update their insurance waiver card with the pertinent information regarding their new qualifying alternative plan. There is no pro-rated premium available for the College sponsored insurance plan when coverage begins after the start of the applicable policy period.

MEDICAL TUITION REFUND INSURANCE PLAN

Elective insurance is available from the Dewar Tuition Refund Plan to enhance the existing refund policy of the College. This insurance provides coverage for medical withdrawals not covered by the College policy due to date of the withdrawal or the nature of the charges. (The College policy does not provide for refund of fees or 100% refund of room and board charges.) This plan would provide 100% protection in the case of a medical withdrawal. (Psychological withdrawals pay up to 60% of the outstanding cost.) Applications must be submitted prior to the first day of classes. The premium is 1% of the total charges for the academic year.

Other Charges

Miscellaneous fees, such as those on the following list, will be billed as appropriate. Changes to this list are at the College's discretion.

Late Registration	$50
Audit Fee (per credit)	$25

ACADEMIC REGULATIONS

Emerson College is the only institution of higher education in America to concentrate solely on offering undergraduate and graduate degree programs for students interested in pursuing careers in communication and the performing arts. Unlike most institutions of higher education, Emerson does not simply treat communication as one among many departments. Instead, all of the College's major programs focus on some aspect of communication.

The object of the General Education Curriculum and each major program is to create an environment sufficient to challenge and support students as they develop the ability to speak and write effectively, to think analytically, to understand the present as it relates to the past, to reflect on fundamental beliefs, and to master the necessary skills to achieve career objectives.

While some students enter Emerson College with well-defined career plans, many see this four-year experience as a chance to explore a wide range of opportunities within communication and the performing arts. The available programs of study may take a student through one or a combination of communication fields such as writing, literature, and publishing, media arts, theatre, communication disorders, film, television, and many other possibilities.These programs lead to one of the following undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

Baccalaureate Degree Requirements

Baccalaureate degree requirements are established by the faculty through the Academic Policy Committee and the Faculty Assembly. Upon completion of the requirements, students are recommended for graduation by the faculty to the Board of Trustees. Degrees are awarded on September 1, December 30, and at Commencement in May.

The curriculum is flexible within certain requirements and guidelines. Students are advised to keep in close contact with their faculty advisor and their School's Dean regarding official program requirements. It should be noted that not all courses are offered each semester.

1. Baccalaureate degree candidates must satisfactorily complete the General Education Curriculum, specific requirements for a major, and a minimum of 128 semester credit hours with a minimum cumulative grade point average of 2.0.
2. Transfer students must complete a minimum of five full courses in their major at Emerson College, regardless of the number of credits transferred into the student's major. A "full course" is defined as a four-credit course, or two two-credit courses. Transfer courses must bear a minimum of 2.67 credits or more to fulfill a course requirement. Only the number of credits transferred will count toward the 128 credits needed for graduation.
3. Students must satisfactorily complete a minimum of one full year (32 credits) at Emerson College.
4. Students must complete their final 16 credits at Emerson College.
5. It is the responsibility of the student to insure that all degree requirements are met as specified in this catalogue. Failure to be aware of a provision does not excuse a student from adhering to policy. While each student has an academic advisor, that person only provides advice, and it is up to the student to make decisions with respect to his or her program using that advice, this catalogue, the degree audit distributed by the Registrar's Office, and advising materials distributed by the advising center. All academic and financial requirements must be met before a degree candidate may participate in the College's annual Commencement exercises held each May.
6. Prior to their final semester, students are required to complete an application to graduate and a senior credit evaluation. Upon completion of all requirements for graduation, as outlined in Item 1 above, students will be graduated by the College. Students who wish to extend their program of study beyond their degree requirements must file a petition with the Office of Academic Affairs. An approved petition must be presented to the Registrar's Office prior to registration. Financial Aid recipients are strongly encouraged to consult with their Financial Aid Advisor prior to registration.

Students must fulfill the degree requirements in effect at the time they matriculate (enroll for their first course), or any complete set of requirements adopted by the institution and published in a subsequent catalogue (picking and choosing among elements of various catalogues is not permitted). However, students who take more than seven years to complete their degree requirements must fulfill the requirements in effect at the time they graduate rather than the requirements in effect when they matriculated.

Students may not count credits from the General Education Curriculum toward their major.

Fields of Study

Majors. A major allows the student to gain in-depth knowledge of one of the fields of communication or the performing arts. The schools specify the major courses, which constitute the student's college work. A major that leads to a Bachelor of Arts or Bachelor of Science degree may consist of 36 to 44 credit hours. A major that results in a Bachelor of Fine Arts degree may consist of 56 to 72 credit hours. Students should consult the appropriate program section of this catalogue for complete information on specific major requirements.

Double Major. Students may elect to have a double major by fulfilling all the requirements for a major in two different departments. Students may not use the same course to fulfill a requirement in both majors. Students who successfully complete two majors will earn one degree.

Minor Programs. Minors give students the opportunity to explore an area outside their major field of study. Students may not use the same course to fulfill a requirement in both the major and the minor. A minor consists of 16 credits of related course work, which have been approved by the Department in which the minor is offered. With the approval of the appropriate Department, students may count up to eight credits from the General Education curriculum toward the minor.

Internship Credits. The College encourages qualified students to participate in internships to gain practical experience and develop professional contacts. Four (4) or Eight (8) credit internships are available to juniors and seniors who have a minimum 2.7 GPA. A 4-credit internship requires 16 hours a week over a 12-week period and a 8-credit internship requires 32 hours a week over a 12-week period. No more than eight credits of internship, with the exception of student teaching, and no more than 12 credits of any combination of internship, directed project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship. See the appropriate departmental requirements for further specifications and the Academic Calendar for registration deadlines.

Academic Policies

Declaring a Major. Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission are encouraged to declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or concentration must complete a Change of Major Form available at the Academic Advising Center.

Academic Advisors. All students are assigned an academic advisor who holds conferences with students during registration periods and meets on an informal basis whenever students seek advice about the curriculum, course selection, or other academic concerns. Students who want to change their faculty advisor for any reason must make an appointment at the Academic Advising Center to discuss changing their advisor. Students may not register for courses until they have been counseled by their advisor, although the student bears the ultimate responsibility for selecting his or her courses.

Registration for Enrolled Students. Matriculated students have priority for course selection according to the number of cumulative credits and class standing at the time of registration. Registration for the spring semester is held at the end of November; for the fall semester, registration is held in April. The Office of Student Financial Services must financially clear students in order to register. Registration dates are listed on the academic calendar. Registration information sheets are available at the Student Services Center approximately three weeks prior to registration. Course schedules are available online at *www.emerson.edu/registrar/*. Course schedule information on the Web is updated daily. Students are responsible for following the registration instructions. Students who do not register by the deadlines listed on the academic calendar and registration information sheet are assessed a $50 late registration fee. Students who fail to make financial arrangements for payment with the Office of the Student Financial Services Office prior to the set payment deadline may have their registration canceled.

Prerequisites. A prerequisite course may be required prior to taking an advanced course. Waiver of a prerequisite course is not routine and may be obtained only from the course instructor or Dean of the School in which the course is offered. Credit will not be given for a prerequisite course, which is taken after the advanced course has been completed satisfactorily.

Course Number Guide

Freshman level courses	100-200
Sophomore level courses	200/300 numbers
Junior level courses	300/400 numbers; courses in major programs not open to freshmen
Senior level courses	400 numbers; not open to freshmen; sophomores need written permission of the School's Dean or instructor.
Combined senior and graduate level courses	500 numbers; open only to graduate students and seniors
Graduate level courses	600 numbers; open to graduate students or seniors with permission of the instructor, Department Chair and the Director of Graduate Studies.

Auditing a Course. Students who wish to attend a class without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit dance classes or voice lessons. Students must gain permission to audit a course from the course instructor and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit. Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the second week of classes. Consult the Financial Policies section of this catalogue regarding the cost of auditing a course.

Course Load. Undergraduates carrying 12-16 credits are classified as full-time during the fall and spring semesters. During the summer sessions a full-time load is eight credits. To graduate in eight semesters, a student must average 16 credits per term. Students who are registered for 12 through 16 credits during the fall and spring semesters must pay full tuition; undergraduates who are registered for fewer than 12 credits during the fall and spring semesters are considered part-time students and are billed at a per-credit rate. Because a student's enrollment status affects financial aid awards, the student should consult the Office of Financial Assistance to determine how a change in enrollment status would affect eligibility for financial aid.

Credit Overload. Students desiring to take more than 16 tuition credits during a semester must have a cumulative average of 2.70 or higher to be academically cleared to overload. Students may not take more than 4 overload credits. First semester students may not overload, with the exception of voice, dance and non-tuition courses. Overload courses are billed on a per-credit basis and require financial clearance from the Office of Student Accounts prior to registration.

Directed Studies and Directed Projects. In a directed study or project students work closely with a faculty supervisor in designing and carrying out a project for credit. Directed Studies or Projects may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. Directed studies are open only to Juniors and Seniors with a minimum 3.0 GPA. A student may not count more than 12 credits of any combination of directed study, directed project and internship courses toward the total graduation requirements. See the appropriate departmental requirements for further specifications and the Academic Calendar for submission and registration deadlines.

Practica. Practica provide students with the opportunity to gain theoretical and practical experience in a specialized area. Practica are designed by the faculty and vary on an annual basis. For further information about a practicum, students should consult their advisor.

Non-Tuition Credits. The College offers a number of one-credit, pass/fail non-tuition activities for matriculated undergraduate students. The non-tuition activities may be repeated for credit but only four non-tuition credits may be applied toward the 128-credit minimum required for graduation. Non-tuition credits may not fulfill any major, minor or general education requirement.

Courses at Other Institutions. During a degree program at Emerson College, students may take courses at non-affiliated institutions up to a maximum of 64 transfer credits. These courses must be taken at a regionally accredited college or university. Course work taken at a foreign institution will require special clearance.

Approval of course work for transfer, particularly within the major, is not automatic, and the student must have a Request for Transfer of Credits to Emerson College form approved by the registrar before registering at another institution. Students must achieve a minimum grade of C in each course requested for transfer. Once a student has earned 64 credits, all additional transfer work must be done at a four-year, baccalaureate degree granting institution. It is the student's responsibility to have an official transcript of courses taken mailed directly from the other institution to the Emerson College Registrar's Office. *Quarter hours and trimester hours will be reduced to semester hour credits.* (Also see Undergraduate Degree Time Limits.)

Dropping and Adding Courses. All schedule changes must be processed in the Student Service Center or the Academic Advising Center for students advised through the Center. After the fifth day of the semester, written permission from the instructor is required to enter any course. After the tenth day of classes no course can be added except by an approved petition, and no course can be added that increases a student's billing charges except through a petition that requires the approval of the Office of Student Financial Services and, if applicable, the Financial Assistance Office. Such approved petitions are assessed a $50 Late Registration Fee. Dropping a course after the tenth day of classes, resulting in refund issues, is not permitted except through a petition approved through the Dean of Students Office.

Withdrawing from a Course. Students may withdraw from a course after the tenth day of classes and before the last two weeks of classes (or before the last five days of a summer session course). Students who wish to withdraw from a course must obtain a Course Withdrawal Form at the Student Service Center. The course instructor must sign the form and check one of two grades: WP (Withdrawn Pass) or WF (Withdrawn Fail). The student must return the signed form to the Student Service Center before the start of the last two weeks of classes. No refund is given to students who withdraw from a course.

Repeating a Course. Students who fail a course may repeat the course in an attempt to receive a passing grade. Both courses, and the grades received, are part of the student's permanent record and affect the student's cumulative grade point average. Students only receive credit once for a given course.

Standards of Classroom Behavior. The primary responsibility for managing the classroom rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class or dismissal on disciplinary grounds must be proceeded by a disciplinary hearing.

Attendance. Students are expected to attend classes regularly and promptly and are responsible for all coursework done while they are absent. Individual instructors determine the number of times a student may be absent or tardy before a grade is lowered. In classes where attendance is required, students are responsible for notifying the instructor in advance of unavoidable absences. Students must adhere to individual instructors' attendance policies. Attending an out-of-class activity or event for another course may not be used as an excuse to disregard a given class's attendance policy. A faculty member may not require a student to attend specified out-of-class activities that conflict with the student's schedule for another class.

In addition, Massachusetts state law requires that any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement. The student will receive an opportunity to make up the examination, study, or work requirement, which may have been missed because of such absence on any particular day, provided, however, that such make-up examination or work does not create an unreasonable burden upon the College. No fees of any kind shall be charged by the institution for making available this opportunity to the student. No adverse or prejudicial effects shall result to any student who takes advantage of these provisions.

Prolonged Absences. In any case of prolonged absence due to accident or illness, the student should immediately notify both the Dean of Students and his or her instructors. Under these circumstances the College will make every effort to permit the student to complete course work.

Withdrawal/Leave of Absence from the College. All students considering withdrawing or taking a leave of absence from Emerson must report to the Dean of Students Office to complete the appropriate paperwork. A student who subsequently chooses to return to the College returns at the same academic standing at which she/he left. Any course work taken during the absence will be considered during the re-admission application process. Students who have either withdrawn or taken a leave of absence are not eligible to participate in varsity or intramural athletics, student clubs and organizations or any other College-sponsored activity or program. Resident students who withdraw or take a leave are required to vacate College housing immediately. A Leave of Absence is good for a period of two years from the date of the Leave. Students who apply to be readmitted more than two years from the date of their last enrollment are subject to the admission standards prevailing when the readmission application is submitted to the College, and there is no guarantee of readmittance. Please note that students are considered to be on leave from the College based on the date of their last enrollment regardless of whether or not they complete the appropriate paper work.

Class Standing. The Registrar determines students' class standing for the academic year in September. Freshmen have completed fewer than 32 credits, sophomores from 32-63 credits, juniors from 64-95 credits, and seniors 96 or more credits. Credits completed do not include outstanding incomplete grades. For the purpose of loan applications, students may be considered a member of a class if they are within 8 credits of the minimum number of credits required for that class.

Credit Evaluation for Graduation. Every student must file a Graduation Application at the Student Service Center. Students are required to schedule a senior credit evaluation before his or her last semester of attendance to ensure that the student will be academically cleared for graduation. Senior credit evaluations will be done at the Student Service Center. It is the sole responsibility of the student to insure that all degree requirements as specified in this catalogue are met. Failure to be aware of a provision does not excuse a student from adhering to it. All students will be billed a Commencement Fee at the time of billing for the start of their last year of attendance, and must pay this fee regardless of whether or not they participate in the Commencement exercises.

Participation in May Commencement for Prospective September Graduates. Students planning to complete their degree requirements as of September may participate in the College's May Commencement ceremony provided the following requirements are met: (1) the student must register and pay for the final course work by the last day of classes in the spring semester; and (2) the student must obtain an Application to Participate in Commencement from the Student Service Center, complete it with the appropriate approvals, and return it to the Student Service Center by the last day of classes of the spring semester. Participation is allowed with the understanding that September graduates do not receive a diploma until degree completion.

Undergraduate Degree Time Limit. All requirements for a degree must be met within seven years of the student's date of matriculation at Emerson College. Because courses may become obsolete when they have been taken over a period of time that exceeds the normal four-year period, School Deans reserve the right to delete courses from a student's program of study when such courses are deemed to be obsolete for the current curriculum. Transfer credit for courses taken between five and ten years prior to a student's matriculation at Emerson College is awarded on a case-by-case basis by approval of the Registrar and the appropriate School Dean. Transfer credit is not granted for courses taken more than ten years before the student's matriculation at Emerson. An appeal to the Academic Petitions Committee for waiver of any of the foregoing policies may be made by filing a petition in the Office of Academic Affairs. (Also see Courses at Other Institutions.)

PIN (Personal Identification Number). Students are issued a PIN upon admission to the college. This number will be used, in conjunction with the student ID to access online registration, ECHO Line, and Interactive Services. Students who have lost their PIN may request that it be emailed to them through Interactive Services, or must request assistance, in person (with ah Emerson College ID), at the Student Service Center.

Change of Address. The Registrar's Office maintains two addresses for each student. The first is a billing address and telephone number that includes the name of the bill payer, usually the student's parent(s). Bills are sent to the bill payer at the billing address. The other is the student's local address and telephone number while attending Emerson. Address changes and changes of a bill payer's name should be reported promptly to the Student Service Center. Students may change their address online at *www.emerson.edu/registrar/*, and click on Interactive Services (both the student's Emerson ID number and Emerson PIN are required).

Grading Policies

Grading System. The College uses a system of letter grades and quality points to evaluate student performance. Grade point averages are computed on a scale where A = 4.0 (93-100), A- = 3.7 (90-92), B+ = 3.3 (87-89), B = 3.0 (83-86), B- = 2.7 (80-82), C+ = 2.3 (77-79), C = 2.0 (73-76), C- = 1.7 (70-72), D = 1.0 (60-69), F = 0 (failing).

W	A W (Withdrawn) is recorded for students who take a leave of absence or withdraw from the College before the last two weeks of the semester. This grade does not affect the grade point average.
NF	A NF (No-Show) grade indicates that the student never attended the class and did not drop the course. This is calculated as a failing grade.
WP	A WP (Withdrawn Pass) grade means the student was passing the course at the time of withdrawal. This grade does not affect the grade point average.
WF	A WF (Withdrawn Fail) grade means the student was failing the course at the time of withdrawal. Effective Fall Semester 2003, this grade does not affect the grade point average.
I	An I (Incomplete) grade is assigned when students engaged in passing work are unable to complete all class assignments for medical reasons or other extenuating circumstances. An I grade must be removed the next term in which the student is registered or it automatically becomes an F grade. For each Incomplete grade change, a Grade Change Form must be completed and signed by the faculty member and must be submitted to the Registrar.
P	A P (Passing) grade indicates performance in a course for which specific grades are not given. A P is equivalent to a grade of C or better and may be used in designated pass/fail courses only.
PH	A PH (High Pass) grade indicates exceptional performance in a Senior Creative Thesis.
S	A S (Satisfactory) grade indicates satisfactory performance in a non-credit course.
U	A U (Unsatisfactory) grade indicates unsatisfactory performance in a non-credit course.
AUD	An AUD (Audit) grade designates registration for a course as an auditor.
NG	A NG (No Grade) is used to designate a course in progress and when an instructor has not submitted a final grade to the Registrar.
YC	A YC (Year Course) grade means that a grade will be given for a course at the completion of the succeeding term.

Grade Changes. No grade changes will be accepted or entered on a student's permanent record after the end of the third week of the semester following the one in which the course was taken, except for Incompletes as discussed above. Any change must be proposed and justified by the course instructor and approved by the instructor's Dean. No changes will be made to the student's official academic record after the student has officially withdrawn or graduated from Emerson College.

Grade Reports. Grade reports will be mailed to the billing address only at the end of the student's first semester at the College. All students may access their grades and complete grade history via the Interactive Services (www.emerson.edu/interactive-services). This feature requires both the student's Emerson ID number and Emerson PIN.

Mid-Semester Evaluations. As part of the College advising program, mid-semester grade reports are sent each semester to undergraduate students whose grade falls below a C in any subject. Course warnings do not become part of a student's permanent record and are intended to encourage students to remedy academic deficiencies at a point in the semester where special attention or tutoring may have a positive effect on final course performance. Students who receive such warnings should meet with their instructor, consult their advisor and, if appropriate, seek help from the Learning Assistance Center. The College does not inform parents of mid-semester grade reports.

Academic Transcripts. A certified, official transcript of a student's academic record may be obtained through the Registrar's Office. Allow seven to ten working days for processing official transcript requests. Transcripts will be released only for students who have no holds and who make their request in writing with their signature. Under no circumstances will telephone or emailed requests be honored. All transcript requests must be in writing with the student's signature. Please consult with the Registrar website (www.emerson.edu/registrar).

Academic Grievances. Students who wish to make a complaint or grievance regarding any College academic policy should file a petition with the Academic Petitions Committee through the Office of Academic Affairs.

Grievances regarding a grade or other matters in a course should be discussed first with the course instructor. If the student remains dissatisfied, he/she should advance the grievance to the departmental Chair. If the Chair is unable to mediate a resolution, the student should advance the grievance to the Dean of the appropriate school. If the grievance is not resolved after mediation at this level, the student should file a petition with the Academic Petitions Committee in the Office of Academic Affairs.

Academic Standards

The College requires students to achieve a 2.0 cumulative average to earn a baccalaureate degree. This is a minimum requirement. Each School has the prerogative to require a higher cumulative average in any major field of study.

Satisfactory Academic Progress (Academic Probation and Suspension). The College has set the following standards for satisfactory academic progress:

- Students are expected to maintain a cumulative and semester grade point average of 1.7 for freshmen and 2.0 for all other students. Students who fall below this standard are placed on academic probation.
- Students must complete successfully 75% of attempted credits per semester. Grades or recorded symbols of F, WF, WP, and I are not considered as successfully completing a course.

Students who do not meet the College's standards for satisfactory academic progress for two consecutive semesters are subject to academic suspension for not less than one year. Students who have been academically suspended may appeal their suspension through the Office of the Associate Vice President for Academic Affairs. After a year of suspension, the student may apply for re-admittance to the College.

Students on academic probation are not eligible to compete in varsity athletics or run for Student Government Association office. They may be prohibited from participating in extra- and co-curricular activities (e.g., WERS, EIV, theatre productions and forensics) by the chair of the academic department in which they are majoring, and from serving in student affairs leadership positions (e.g., resident assistants, orientation leaders, etc.) by the Dean of Students.

Academic Dismissal. If, after a thorough review of a student's academic record, the Academic Probation and Suspension Board determines that a student's academic success at Emerson College is not feasible, that student will be dismissed. A second suspension results in automatic dismissal. An undergraduate who is dismissed may not be granted re-admittance to Emerson College.

Academic Ethics. A student who fails to meet minimum academic ethical standards by cheating, plagiarism, theft or vandalism related to library or laboratory materials or equipment, or similar acts, shall be subject to disciplinary proceedings that may result in suspension or dismissal. If there is any question about the appropriateness of an act, the student is urged to consult with a faculty advisor, instructor or a School Dean.

Academic Distinction

Dean's Honor List. Students achieving a 3.45 or higher grade point average for the preceding semester will be placed on the Dean's Honor List. A grade below C- automatically disqualifies a student for the Dean's Honor List for that semester, regardless of the grade point average.

Honors Graduation. Honors graduation at Emerson College is based on a student's entire Emerson undergraduate academic record. For a student to graduate with Latin Honors, the student must have a minimum cumulative grade point average of 3.45 for a minimum of 48 credits at Emerson College and at least 75% of the course work done in letter-graded courses (not pass/fail courses).

Students who meet all the above criteria will graduate *cum laude* if their cumulative grade point average is between 3.45 and 3.64; *magna cum laude* is between 3.65 and 3.84; and *summa cum laude* if their cumulative grade point average is 3.85 or higher.

Academic Resources

LIBRARY AND MEDIA SERVICES CENTER

Located on the third floor of the Walker Building at 120 Boylston Street, the Library provides access to information resources and services that support the mission of the College. The collection—200,000 print and non-print items—promotes research in communication studies and the performing arts, with special focus on mass communication, speech, and communication disorders. The Library offers research assistance, library instruction, interlibrary loan, document delivery, and reserve reading. Details concerning hours, policies, and services are available on the Library's web site, *http://www.library.emerson.edu, in the Student Handbook, and in the Emerson College Library Guide.*

As a member of Fenway Libraries Online (FLO), the Library shares an online catalog with—and has access to the materials of—Emmanuel College, Lesley University, Art Institute of Boston, Massachusetts College of Art, Massachusetts College of Pharmacy and Allied Health Sciences, Museum of Fine Arts, Museum School, New England Conservatory of Music, Wentworth Institute of Technology, and Wheelock College. The Library also belongs to the Fenway Library Consortium (FLC), which includes the members of FLO, plus the Brookline Public Library, Hebrew College, Simmons College, Suffolk University, and the University of Massachusetts, Boston. Students may use the resources at these libraries, borrow materials from them directly (with a valid ID card) or request that materials from these libraries be delivered to the Emerson College Library.

The Library's website is available from the Library's computer workstations, as well as from computers throughout campus, or from a private PC in students' dorm rooms or off-campus using an ECnet account. In addition to the catalog, which represents what Emerson College and the FLO libraries jointly own, the website offers access to a range of relevant electronic sources, such as digital indexes, CD-ROMs, authoritative websites and research guides, and important academic databases. Through the website, students are able to research their topics and, print and email articles from *Academic Search Premier, LexisNexis Academic Universe and Expanded Academic ASAP and other online resources.* You may also request materials using the Interlibrary Loan Department's Web-based order form and send an email to a Reference Librarian asking a question you need help answering.

The College Archives houses materials concerning the history and development of the College (including photograph and video collections), College publications, and special collections on theater and broadcasting. Details about the College Archives services, collections, policies, and procedures can be found on the Library homepage.

The Media Services Center (MSC), on the third floor of the Ansin Building at 180 Tremont Street, offers approximately 3,000 videotapes, DVDs, and films, as well as video viewing facilities, video dubbing booths, a video studio, video editing suite, audio production booth, mediated conference room and a classroom that holds up to 40 people. The MSC circulates audiovisual equipment, such as slide, overhead, and 16mm film projectors, VHS and DV camcorders for student field production work, and computer projectors and laptops. MSC staff members help students and faculty use the hardware installed in classrooms, and arranges in-class computer presentations. Consult the Library's website for more information about the Media Services Center, including an the online-catalog of the MSC's non-print collections.

ACADEMIC COMPUTING

The College's academic computing facilities are available for use by Emerson College students, faculty, and staff. The facilities consist of both teaching and open access labs, as well as kiosks that offer convenient Web access. Workstations in the computer labs provide e-mail, Internet, and World Wide Web clients, office productivity tools, statistical analysis and database programming software, as well as Web authoring, image editing, and publishing applications. Digital production labs contain workstations with multimedia production and digital video applications, including Avid Express DV and Final Cut Pro. Emerson College has been designated a New Media Center since 1995 by a consortium that includes Compaq, Microsoft, Apple, Adobe Systems, Macromedia, and Kodak, among others. The New Media Center designation provides support for the College's digital production and multimedia capabilities.

Full-time students receive an Emerson College ECnet computer account, which contains an e-mail account and personal Web space. An ECnet username and password are required to log on to computer lab workstations and kiosks. Emerson's campus is wired for high speed Internet connectivity at all locations, including residence halls, labs, and offices. Residence hall rooms have high speed Internet connections for each student. There are also a number of locations around the campus that have wireless access to the College's network. Emerson's Help Desk is available to assist resident students with connectivity to the College's computer network. More information regarding the Help Desk and the computer labs is available at *www.emerson.edu/helpdesk/*.

Prior to using the College's computer network, all students should familiarize themselves with the Electronic Information Policy Guidelines for Responsible and Ethical Behavior found at *www.emerson.edu/policy/*. Violations of those policies are considered to be unethical and can lead to College disciplinary action and/or criminal prosecution.

ACADEMIC ADVISING

Academic and career advising are integral to Emerson's mission to educate students for life and prepare them for careers in communication and performing arts. The advising programs at the College are designed to recognize the individual needs of the students and to provide for that diversity. Through partnerships with faculty and professional staff, students are afforded unique opportunities for defining and achieving academic, career and personal goals. Throughout the advising process, students are provided access to the rich information resources at Emerson and guided to make informed and independent decisions. Advising serves as a primary means for integrating students into the larger college community, facilitating the completion of their academic programs, and supporting the transition to their professional careers.

The Academic Advising Center coordinates all aspects of the undergraduate academic advising process and supports academic advising provided by the faculty. Staff members are attentive to student needs and career preferences, as well as personal goals and values. The Center provides all students with timely information regarding advising and semester registration dates and deadlines. More information can be found online at *www.emerson.edu/advising_center/* or by contacting the Academic Advising Center at (617) 824-7876 or via email at *advising@emerson.edu.*

LEARNING ASSISTANCE

The Learning Assistance Center (LAC) provides academic support services to all students and gives them the opportunity to develop skills and abilities necessary for academic success and independence at the college level. The staff coordinates a writing assistance program designed to support student writing across the curriculum. The Center offers individualized tutorials in all phases of the writing process, from brainstorming to editing. The Center also offers support in study skills, including reading comprehension, note-taking, test-taking, organizational and time-management strategies, as well as library research. Peer tutoring in content areas is available upon request. Academic assistance is available for international students and students with special learning requirements.

The Learning Assistance Center can provide academic counseling to students, especially those on academic probation and those admitted provisionally to the College. The staff of the Center monitors academic performance at mid-term and works, as needed, with students to design appropriate academic study plans. The staff collaborates with the faculty and offices of the College to address other student needs. For further information, contact the LAC at (617) 824-7874.

DISABILITIES SERVICES

Emerson College is committed to providing programmatic and architectural access to students with disabilities so that they may enjoy and participate fully in the life of the college. While upholding this commitment, Emerson maintains its high standards of achievement that are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to federal and state statutes and regulations as they pertain to individuals with disabilities.

Emerson offers services through its Disabilities Services Office to students with documented physical, visual, hearing, learning, medical, and psychiatric disabilities. Should you be a student with a disability who is seeking accommodations or who has specific questions about disability services at Emerson, contact the Disability Services Coordinator at *dso.emerson.edu* or telephone (617) 824-8415. *The Disability Services Office is located at 216 Tremont Street, Fifth Floor, Boston, MA 02116.*

CAREER SERVICES

Career Services works in partnership with students and alumni on making informed career choices. In addition, we proactively develop and post a wide variety of internship and permanent job opportunities. Students are encouraged to visit the office well in advance of graduation. Career Services can assist students in self-assessment, exploring career options, developing sound résumé and interview skills, and developing a job or internship search strategy.

Some of the programs and services available include: individual career advising appointments; workshops, industry speakers, and a site visit series; online recruiting system; career resource library housing professional and trade publications and a wide variety of tip sheets, handouts, and newsletters; online internship and permanent job postings; "Emerson Career Connection" alumni online networking database; and 48-hour résumé critique service. More information can be found online at *www.emerson.edu/career_services/*. Information is also available at their office (216 Tremont Street, sixth floor) or by contacting Career Services at (617) 824-8586, or via email at *careers@emerson.edu*.

OFFICE OF ALUMNI RELATIONS

The Office of Alumni Relations and the Emerson College Alumni Association work together to maintain contact with alumni through a variety of social and learning opportunities. The Office enables students and young alumni to benefit from the experience of alumni and others with extensive professional experience and knowledge through events such as master classes, forums, and campus visits. Alumni Relation works closely with the Office of Career Services to connect students with appropriate alumni for mentoring and networking. In addition, the Office collaborates with the Office of Admissions to link prospective students with alumni who can tell them about life at Emerson. The Office maintains the alumni database for use in a variety of projects, including Alumni Weekend every June, and smaller events around the country throughout the academic year. The Alumni Office disseminates news about the College and its alumni through Expression, the alumni magazine, The Commontator, a newsletter, and the alumni e-newsletter. For more information, contact the Office of Alumni Relations at (617) 824-8535 or 1-800-255-4259, or via email at alumni@emerson.edu.

STUDENT ALUMNI ASSOCIATION

The Student Alumni Association encourages and facilitates connections between current students and alumni. Programs such as Alumni Weekend and the New York Connection (a weekend of career exploration and networking in New York City) provide occasions for students to meet alumni from many different classes and career paths.

SPECIAL ACADEMIC OPTIONS

In addition to the programs detailed in the preceding sections of the catalogue, Emerson offers a variety of unique educational experiences to its students. The faculty of the College encourages interested students to take advantage of one or more of these enriching opportunities.

Institutional Affiliations

LONGY SCHOOL OF MUSIC

Emerson College offers the Bachelor of Music degree through a special program with the Longy School of Music in Cambridge. This degree is offered with major programs in Composition, Organ, Piano, Strings, Voice, and Woodwinds and Brass. Students must apply, audition, and be accepted at both the Longy School of Music and Emerson College. Formal acceptance by both institutions is required. Advising for students interested in this program is coordinated through the Office of Academic Affairs.

SUFFOLK UNIVERSITY

Emerson College and Suffolk University offer a cooperative program for the exchange of instructional services, which makes available to students of both institutions a wider selection of courses. Cross-registration forms must be obtained at the Emerson College Student Service

Center and require the approval of the Registrar at both institutions. Emerson students may not register for courses at Suffolk, which are offered the same semester at Emerson College. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred.

THE PROFESSIONAL ARTS CONSORTIUM (PROARTS)

In 1981 Emerson College joined a consortium of colleges and schools that includes the Berklee College of Music, the Boston Conservatory, the Boston Architectural Center, Massachusetts College of Art, and the Museum School of the Boston Museum of Fine Arts. Students in the consortium schools are permitted to cross-register on a limited basis at the participating schools and to share residence hall facilities on a space-available basis. First semester freshman are not eligible and students must be in good academic standing. The Consortium sponsors various activities to foster student and faculty exchange. Cross-registration forms must be obtained at the Emerson College Student Service Center and require the approval of the registrar at both institutions. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred. Students may take a maximum of 28 ProArts credits as part of their Emerson degree program. Students must be registered for a minimum of 8 credits at Emerson in any semester that they are taking ProArts courses. ProArts courses may not count towards a major or minor requirement unless approved by the appropriate Department.

External Programs

KASTEEL WELL, THE NETHERLANDS

Dulcia Meijers (Executive Director); Chester Lee (Assistant Director).

Emerson College offers qualified sophomores, juniors and seniors a European program containing a special curriculum, which draws on the rich resources of its location to promote multi and cross-cultural awareness, to stimulate critical and political thinking and to enhance appreciation for the arts.

A restored 13th-century medieval castle is home to Emerson's Semester Abroad Program. The Kasteel (Castle) Well is a national historical monument that provides living and dining accommodations, classrooms, a resource center, a computer lab, a student center and pub, offices and a performance area for students, faculty and staff. Moats and lush gardens contribute to this beautiful setting. Well, located in southeastern Holland near the German border, is approximately two hours from Dusseldorf, Amsterdam and Brussels, and five hours from Paris by easily accessible mass transit.

The Program strives to integrate classroom lectures with the combination of independent travels and mandatory academic excursions to Amsterdam, Paris, Florence (Fall), and Munich (Spring), guided by experienced academic faculty, exposing students to the rich artistic, historical and cultural heritage of European cities. Using Europe as a platform to enhance and enrich learning represents the unique characteristic of this unrivaled program. Most of the Kasteel Well faculty are experts in the areas of philosophy, history and art history, performing arts and theater science, languages and linguistics, and in the various fields of communication, and recruited from or affiliated with nearby universities.

Course offerings may include:

HI 208-3 The World Since 1914 | 4 credits
The emphasis is on the Russian Revolution, Nazi Germany, Fascist Italy, the origins and events of World War II, the Cold War, and the Vietnam War. Fulfills the Historical perspective of the General Education requirements.

HI 223-3 Renaissance and Reformation Thought, 1350-1550 | 4 credits
The creativity of the Renaissance and Reformation is presented through the new ideas of the great thinkers of the period. Included are the Italian humanists, Petrarch and Machiavelli, and the Protestant reformers, Luther and Calvin. Fulfills the Historical perspective of the General Education requirements. (Offered only at the Castle.)

HS 201-3 Sophomore Honors Seminar | 4 credits
The Sophomore Honors Seminar engages students in critical thinking and research about philosophical, cultural, and scientific methods of generating knowledge and their ethical implications. Different areas of inquiry are examined each year. Recent topics have included environmental ethics, evolution, astronomy, and epistemology. Fulfills General Education requirements. Prerequisites: HS 102. (Fall semester)

LF 101-3 Elementary French I | 4 credits
This course stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is “living” and they discover by the third week of the semester that they can already communicate in French. Class time is devoted to interactive practice. Conversational skills, pronunciation and understanding are verified through regular oral exams.

LF102-3 Elementary French II | 4 credits
A continuation of LF 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials. Prerequisites: LF 101 or permission.

LI 201-3 Literary Foundations | 4 credits
A survey of some foundational works of Western literature in poetry, nonfiction, fiction and drama, designed to familiarize students with literary history as well as the history of our notions of the afterlife, love, duty, virtue and vice. Authors studied may include Homer, Sophocles, Plato, Virgil, Ovid, Dante, Boccaccio and Chaucer. Prerequisite: WP 121 or HS 101. Fulfills the Literary perspective of the General Education requirements for students no majoring in WLP.

LI 204A-3 Topics in Literature: European | 4 credits
All courses taught under this heading include the study of literature in at least three genres (selected from poetry, fiction and nonfiction). These courses focus on specific themes or top-

ics, which might include, for example, literature of the city, artists in literature, or coming of age. These courses fulfill the General Education Arts and Humanities requirement for students who are not majoring in WLP. Fulfills the Literary perspective of the General Education requirements. May be repeated for credit if topics differ.

LI 204B-3 Special Topics: Romantic Painting and Poetry | 4 credits
This interdisciplinary course will examine poets and painters of the Romantic period in Europe and America. The approach will entail a form and content analysis of both poetry and painting in relation to specific themes and motifs characteristic of the Romantic movement. The historical context and the importance of the past and of past styles will be studied, and major topics will be covered such as the role of the artist in society and the Romantic conception of "vocation", "artistic temperament" and "misunderstood genius". Included are such poets as Wordsworth, Coleridge, Blake, Shelley, Keats, Whitman, Goethe, Novalis, Lamartine, Nerval, Baudelaire and such painters as Turner, Constable, Blake, Delacroix, Gericault, Friedrich, Böcklin, Copley, and West. Cross-listed with VA 304-3. Fulfills the Literary perspective of the General Education requirements. May be repeated for credit if topics differ.

LI 313-3 Novel into Film | 4 credits
A study of the adaptation of novels into films, with the aim of understanding the narrative conventions that govern each medium. Texts include the works of such writers as Kesey, Burgess, Kundera, Walker, Nabokov, and Puig; films include the work of directors such as Kubrick, Forman, Spielberg, and Babenco. Prerequisite for Upper-level LI Courses: For 300-level LI courses: at least one LI course numbered below 300, or permission of instructor. For WLP majors this must include at least one of the following: LI201, LI202, LI203.

LI 396-3 International Women Writers | 4 credits
An exploration of the work of some contemporary international women writers, in its social and political context. Readings include works by such writers as Nadine Gordimer, Jamaica Kincaid, Michelle Cliff, Mawal El Saadawi, Bessie Head, Luisa Valenzuela and others. Fulfills the General Education Global Diversity requirement. Prerequisite for Upper-level LI Courses: For 300-level LI courses: at least one LI course numbered below 300, or permission of instructor. For WLP majors this must include at least one of the following: LI201, LI202, LI203.

MA 232-3 Concept Development | 4 credits
Emphasizing a variety of approaches to the creative process, students will draw on personal, cultural, and observational sources to generate ideas for future creative projects in audio/radio, new media, film, and TV/video. Highlighting storytelling methods, students will create treatments, outlines, and short scripts, which can be developed and used, in subsequent production or screenwriting courses. Through a variety of writing projects, students will articulate a developing artistic identity. The course emphasizes collaboration, and giving and receiving constructive criticism. Prerequisite: MA 100. (Fall semester)

MA 360-3 Media Criticism and Theory | 4 credits
This course explores theoretical and critical approaches to the study of photography, film, video, audio, and digital culture. Theories and methods in this course will examine issues relat-

ing to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. Prerequisites: MA 101.

MU 201-3 History of Music: European | 4 credits
A survey of European music from Greek beginnings through the Middle Ages, Renaissance, Classical, Baroque, and Romantic periods up to and including contemporary musical forms. Fulfills the Aesthetic perspective of the General Education requirements. Attendance at a minimum of three concerts is required.

OP 203-3 Intercultural Communication | 4 credits
Analysis of readings in intercultural communication. The course focuses on verbal and nonverbal customs of various cultures as information from both a cultural and language perspective. Each semester focuses on specific topics or cultures, which will be compared to the different cultures of Europe as well. Background in other cultures helpful, but not essential. Course may be repeated once under a different topic. Fulfills the General Education Global Diversity requirement.

PH 203-3 Special Topics in Philosophy: European Philosophy | 4 credits
Topics will be announced prior to each term. This course will focus primarily on European Philosophers. May include such topics as: Art and Politics, Media Ethics, Feminist Theory, Political Philosophy, and Philosophy and Literature. Fulfills the Ethics and Values perspective and the General Education Ethics and Values requirement.

TH 215-3 World Drama in Its Context I | 4 credits
A survey of theatre and drama from the Greeks through the Renaissance, with a focus on the major periods of Western theatre and dramatic literature: the Greeks, Roman theatre and drama, Medieval theatre, Elizabethan drama, and Italian, French and English Neo-Classicism. In addition, a survey of Eastern classical theatre and drama with a particular emphasis on the Sanskrit theatre, the Chinese drama and the Peking Opera, and the classical theatre of Japan, including Kabuki, No, and the puppet theatre. Selected readings of plays in their historical context with particular attention paid to theatrical styles of plays and production. (Fall semester)

TH 216-3 World Drama in Its Context II | 4 credits
A survey of theatre and drama from late seventeenth century to the present. The major periods of world theatre and drama, Neo-Classicism, Romanticism and Modernism will be studied with particular emphasis on Twentieth Century theatre and drama, including Africa, Asia, the Caribbean, and Latin America. Attention will be given to the work of both women and men. Theatrical conventions, innovations and techniques developed in the Western and Non-Western theatres will be explored. (Spring semester)

TH 221-3 Acting III: Basic Scene Study | 4 credits
This intensive scene study class builds on TH 123 and TH 124 (movement, improvisation and voice) to ensure a personal commitment in the way students approach and experience the mapping of a scene from the canon of 20th-century naturalistic/realistic plays. We will emphasize the

text, context and the given circumstances of each play studied. Actors' scene breakdown, intentions, actions, obstacles, objectives and moment-to-moment work will be some of the tools used to bring scenes from these plays to life. Prerequisites: TH 124, and permission. (Fall semester)

TH 222-3 Acting IV: Ensemble Acting and Performance | 4 credits
In this course we combine and deepen the movement, improvisation and voice work accomplished in TH 123 and TH 124. Along with imagination, intelligence and emotional availability, they form the actor's instrument and are put into service of a playwright's scripted material. This amalgam is the basis of work on a scripted ensemble play, which will be performed at the end of the semester. Ensemble techniques that explore the theatre's collaborative nature will be used. Prerequisites: TH 221 and permission (Spring semester)

VA 202-3 History of Art II: Renaissance and Baroque | 4 credits
A survey of the major art forms from late Medieval Europe through the Italian Renaissance, Northern Renaissance, Baroque and Rococo of the seventeenth and eighteenth centuries, England and America in the eighteenth century, and the movements leading to the mid-nineteenth century development of Realism. The course will include slide lectures and museum visits. Fulfills the Aesthetic perspective of the General Education requirements. Additional Travel Requirement: Students enrolled in this class will spend one additional day in each of the required field excursion cities.

VA 203-3 History of Art III: Modern | 4 credits
A history of Modern Art beginning with French Realism of the 1860s, proceeding through Impressionism and Post-Impressionism of the following three decades, and culminating in the dramatic polarities of Expressionism and Cubism in the first two decades of the twentieth century. The course concludes with a study of the Bauhaus and its influence throughout the arts as practiced in Continental Europe and subsequently in the United States. Lectures include examples from painting, sculpture, prints, and architecture. Trips to museums and cultural institutions are included. Fulfills the Aesthetic perspective of the General Education requirements.

VA 304-3 Special Topics: Romantic Painting and Poetry | 4 credits
Cross-listed with LI 204b-3. See description above.

WP212-3 Introduction to Creative Writing: Poetry | 4 credits
This course focuses on the basic vocabulary, techniques, and traditions of poetry. Included will be a discussion of published work. Students will practice their writing craft through exercises and other assignments, many of which will be shared with the class in an introductory workshop setting. This course may be repeated once for credit.

WP 217-3 Introduction to Creative Writing: Mixed Genres | 4 credits
An introductory course in creative writing, designed to teach techniques, conventions, and vocabulary of two literary genres, and to give students practice in writing in these genres. All sections of WP 217 cover two of the following: fiction, poetry, dramatic writing, and nonfiction. Students explore the process of writing and the fundamentals of the two genres through read-

ing, discussion, and writing. In class, students practice writing and discuss both their own essays and texts by published writers. Genres vary from section to section.

WP 491-3 Topics in Writing and Publishing: Travel Writing | 4 credits
This course provides students with the basic ideas and strategies necessary for well-written, publishable travel articles. Each student will be required to hand in two travel articles and workshop them in class. The workshop format is employed to give students hands-on experience. Students critique each other's work within guidelines established as the course develops. May be counted as Publishing credit, depending on topic.

To study at Kasteel Well students must have a minimum overall 2.0 cumulative grade point average at the time of application. Students will become ineligible if their average drops below 2.0 at any time, or if they are on academic probation. Preference will be given to those students with a 2.5 or higher grade point average. Students must also consult with their academic advisors to ensure that degree requirements will be met. Students may attend for one semester only.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the program is fully registered in the college and eligible for financial assistance. Students are required to take a full (16 credit) course load. Applications should be submitted approximately one year in advance of attendance. More information can be found online at *www.emerson.edu/external_programs/* or by contacting the External Programs Office, 80 Boylston Street, First Floor, telephone (617) 824-8567, fax (617) 824-8618, or via email at *castle@emerson.edu*.

LOS ANGELES CENTER

James Lane (Executive Director); Kathleen Cannon (Director, Internships and Student Services).

Qualified juniors and seniors may enroll for one semester of study at the Emerson College Los Angeles Center. The Los Angeles Center is a residential program with a full semester of internship opportunities and course-work during the fall and spring semesters, as well as a shortened summer session.

The internship course may be taken for 4 or 8 college credits and requires completion of both academic assignments and a specific number of hours at the intern site. Internships focus on a large variety of fields related specifically to the Hollywood entertainment industry. With over 800 intern sites in film, television, radio, new media, music, management, publicity, marketing and public relations, the LA program offers a broad range of opportunities within this arena. Student interns integrate theory and practice in an atmosphere of "experiential learning" with the goals of self-knowledge, personal growth, and career development. Interning with industry professionals such as film and television producers, studio executives, film editors, casting directors, talent managers, camera technicians, publicity directors, and many others will provide students with an understanding of the industry beyond the classroom.

The internship course may be taken for 4 or 8 college credits and requires completion of both academic assignments and a specific number of hours at the intern site. With over 800 internships in all aspects of the entertainment industry including film, television, radio, performance, new media, music, management, journalism, publicity and public relations, the LA program offers a broad range of opportunities in a variety of fields. Student interns integrate theory and practice in an atmosphere of "experiential learning" with the goals of self-knowledge, personal growth, and career development. Interning with industry professionals such as set designers, film editors, writers, stage managers, film and television producers, casting directors, talent managers, and publicity directors, provides students with an understanding of the industry beyond the classroom.

Courses are taught by Los Angeles Center faculty who, as well as holding academic credentials, are professionals working in the industry, including producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals, and more. Course offerings may include:

LI 421 Topics in American Literature | 4 credits
This course number designates special offerings that may concentrate on the study of particular authors, genres, or themes, or on topics related to the special interests and expertise of the faculty. Topics have included: L.A. Stories

MA 320-2 Writing the Feature Film | 4 credits
Consideration of feature-length narrative film scripts from conception to development of a detailed outline or treatment. Study includes linear and non-linear structure, conflict, character development, dialogue, and the scene. Prerequisite: MA 202 and MA 232. Cross-listed with WP 439-2.

MA 421-2 Seminar in Media Arts Topics | 4 credits
This course will examine various topics in media arts. Students will be expected to study a variety of issues in seminar fashion. Topics vary from section to section. Prerequisite: MA 360 completion of 64 credits. Topics have included: American Film of the 1970s; The Modern Dance Film; Film and Television in the Age of Anxiety; Society and Media Arts..

MA 440-2 Feature Writing Workshop | 4 credits
Working from detailed outlines developed in Dramatic Screenwriting, this course will take students through to the completion of a polish of a first draft, feature length screenplay. In addition to writing their own scripts, students will read the material written by each member of the class, write a detailed critical analysis of each segment, and engage in discussion of aesthetics, craft and form. Prerequisite: MA 320 or WP 439. Cross-listed with WP 440-2. (This course may count toward the Media Arts major or the WLP major.)

MA 505-2 Topics in Visual and Media Arts: Studies | 4 credits
Topics will explore various aspects of visual and media arts history, theory and criticism. Course may be repeated for credit. Prerequisite: MA 360. . Topics have included: The Modern Horror Film; The Films and TV of David Lynch; The Films of Stanley Kubrick.

MA 507-2 Topics in Visual and Media Arts: Practice | 4 credits
Topics will explore various aspects of visual and media arts practice. Course may be repeated for credit. Prerequisite: will vary depending on course topic. Topics have included: Director's Workshop; Writing For Primetime Dramatic Television Series; Movie Development; Production Management; Editing and Post-Production.

MH 471-2 Topics in Marketing Communication | 4 credits
Special topics in marketing communication. This number is used for timely, cutting-edge topics in a variety of areas in advertising and public relations. Prerequisites: Senior standing, MH 255 and MH 258. Topics have included: Entertainment and Cross-Promotions; Entertainment and Interactive Public Relations.

TH 421-2 Advanced Acting: Special Topics | 4 credits
Intensive scene study exploring specific issues of style, genre or other defined topics. Topics offered may include but are not limited to Shakespeare, the Greeks, Asian approaches to theatre and performance, Self-Scripting, Solo Performance, Advanced Voice/Dialects, Acting for the Camera, Radio Drama, Object Performance and Musical Theatre Performance. Prerequisites: TH 221 and permission. Topics have included: The Business of Acting; Film and Television Acting.

WP 439-2 Writing the First Screenplay | 4 credits
Writing the First Screenplay is a workshop in screenwriting with a strong emphasis on screenplay story structure. Writing projects may be original stories developed in the class, adaptations of novels or stories or based-on-fact dramas. Specific writing assignments are made, read and critiqued weekly by the instructor. The course is conducted as a small-group tutorial, meeting in groups of 3-6 students for a minimum of one to one-and-one-half hours per week. Each student's work is discussed on a one-on-one basis with the instructor. Additionally, large group sessions are held to facilitate group discussion and analyses of individual screenplays. Approximately 1/3 of the semester is spent on developing the screen story. In general, students beginning an original screenplay and writing the story in class can expect to complete between 30-60 well-crafted pages of their screenplay during a twelve-week semester. (Students must take WP 440 to complete a screenplay.) Students who are working from an existing story or book usually complete 60 or more pages of the screenplay. Cross-listed as MA 320-2.

WP 440-2 Screenwriting Workshop | 4 credits
Working from detailed outlines developed in Dramatic Screenwriting, this course will take students through to the completion of a polish of a first draft, feature length screenplay. In addition to writing their own scripts, students will read the material written by each member of the class, write a detailed critical analysis of each segment, and engage in discussion of aesthetics, craft and form. Prerequisite: WP 439 or MA 320 or permission of instructor. This course may be repeated once for credit. Cross-listed with MA 440-2. (This course may count toward the Media Arts major or the WLP major.)

WP 491-2 Topics: Movie Development | 4 credits
This course will run as an intense workshop in the development process of film and television

movie projects with the practical emphasis being on selling in television and cable. It will guide students through shaping an effective, powerful story idea intended for the creation of "selling pages." Students will actively discuss their ideas, learning how executives evaluate their ideas among themselves. They will also give notes on chosen screenplays, experiencing how to guide a writer to complete a screenplay in acceptable fashion. Learning how to pitch will be the culmination of evolving a strong story to sell to agents, producers, and network executives. Guest speakers from the industry will join the course to acquaint students with the differing aspects of the marketplace. A basic understanding of screen writing is recommended. Course offerings vary from semester to semester. May be repeated for credit if topics differ. Cross-listed with MA507B-2.

Completely furnished student housing (mandatory for undergraduates) is located a short distance from the center at the Oakwood Apartment Complex near Universal Studios, Warner Brothers, and NBC.

To study at the Los Angeles Center students must meet requirements determined by their individual departments and have a minimum cumulative grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Students must consult with their academic advisors to ensure that degree requirements will be met. Students may attend for one semester only.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the Los Angeles Center program is fully registered in the college and eligible for financial assistance. Students are required to take a full (12 or 16 credit) course load. Applications should be submitted at least one year in advance of attendance. More information can be found online at *www.emerson.edu/external_programs/* or by contacting the External Programs Office, 80 Boylston Street, First Floor, telephone (617) 824-8567 or via email at *la@emerson.edu.*

Office of Graduate Studies

Graduate study at Emerson College provides students with the opportunity for advanced work in the fields of communication and the arts. The graduate curriculum emphasizes rigorous academic inquiry and practical experience. Degree programs include the Master of Arts in Integrated Marketing Communication, Global Marketing Communication, Organizational and Corporate Communication, Health Communication, Theatre Education, Visual and Media Arts, Journalism, and Publishing and Writing. In addition, Emerson offers the Master of Science degree in Communication Sciences and Disorders and the Master of Fine Arts degree in Creative Writing. Seniors may take 500 level courses, which are joint graduate/undergraduate courses. Many degree programs can be completed on a part-time basis. More information can be found online at *emerson.edu/graduate_studies/* or by contacting the Office of Graduate Admission, Emerson College, 120 Boylston Street, Boston, MA 02116, (617) 824-8610 or via email at *gradapp@emerson.edu.*

Department of Continuing Education

Continuing Education at Emerson is based on a philosophy that learning is a lifelong pursuit, whether for personal growth, career advancement, or career change. Consonant with this philosophy, the department offers a schedule of evening courses and certificate programs for matriculated and non-matriculated students throughout the year. It has also implemented a degree program for adult and evening students, enabling those who work full and part-time to earn a baccalaureate degree in a variety of communication fields.

ADULT DEGREE PROGRAM

Baccalaureate degrees can be earned in Marketing Communication: Advertising and Public Relations; Political Communication; Writing, Literature and Publishing; and Visual Media Arts (Video, Film, Audio, New Media, and Media Studies).

To be eligible for the Adult Degree Program, a student must have graduated from high school or earned a GED, and reached 23 years of age. Transfer students meeting these requirements are also eligible for acceptance into the program. Adult Degree Students study primarily in the evening and on weekends, are limited to no more than 12-credit hours in any one semester, and may take no more than 24-credit hours through the day program.

Course requirements and academic standards are the same as those for full-time students. A candidate must submit a completed Adult Degree application for admission, a $55 application fee, an official high school transcript or GED certification, and official transcripts from each college previously attended. Admission may also be granted to students who complete 16 credit hours of undergraduate study through the Department of Continuing Education and maintain a minimum grade point average of 2.7. Only 24-credit hours through the Department of Continuing Education taken prior to matriculation will be counted toward the Adult Degree Program. Full-time students, after an absence from Emerson of at least one calendar year, may apply for admission to the Adult Degree Program provided they meet the aforementioned criteria. Financial assistance is available for eligible Adult Degree candidates.

CERTIFICATE PROGRAMS

Certificate programs offered through the Department of Continuing Education are timely, practical, and professionally focused courses of study. They are designed to provide students with the knowledge and skills needed to succeed in a corporate or organizational environment. They provide flexible and convenient scheduling for working professionals and are taught by instructors who are successful practitioners in their fields, as well as experienced educators.

One of the goals of all the certificate programs is the completion of a culminating project designed to attract attention and demonstrate to future employers the competence and quality of students' work. Students leave the program not only with the skills and knowledge of a specific field, but also a tangible example of their work.

Examples of certificate programs at Emerson College are Media Production.

CONTINUING EDUCATION COURSES

Students interested in the field of communication may take classes through the Department before deciding to matriculate, either part-time or full-time. For undergraduate credit, a high school diploma, or its equivalent, is required.

Matriculated full-time students, may enroll in courses offered through the Department on a seat-available basis.

SUMMER SESSION

The Department of Continuing Education offers a full range of courses during the summer months. Adult Degree, full-time and continuing education students may take courses during two six-week sessions to accelerate academic progress, complete graduation requirements, or enhance their academic credentials. Internships are also available during the summer.

CONFERENCES AND SEMINARS

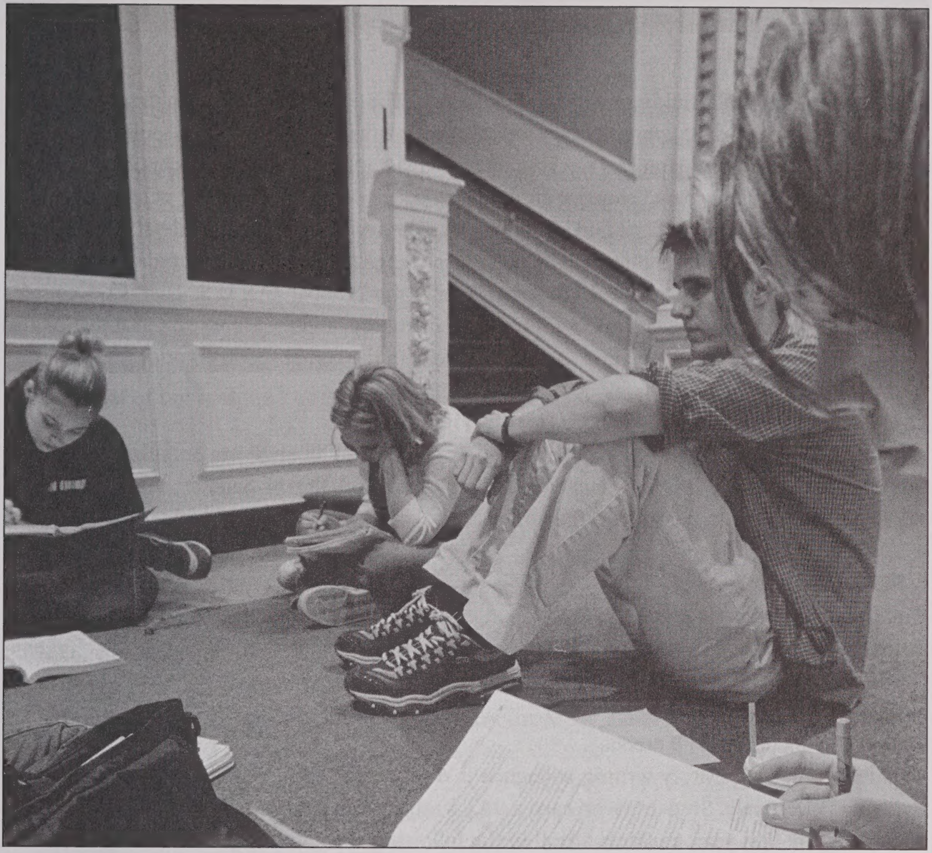
Through the Department of Continuing Education, Emerson College annually sponsors a variety of academic workshops, seminars and institutes which feature both nationally and internationally acclaimed scholars and practitioners. Programs offered on a regular basis include language learning disabilities seminars, professional development workshops and various other programs. Credit and non-credit registration options are available. For more information, contact the Department of Continuing Education at (617) 824-8280 or via email at *continuing @emerson.edu.*

PRAGUE SUMMER FILM PROGRAM

This rewarding and unique summer program is offered in Prague, the capital city of the Czech Republic. Students study on the campus of the Academy of Performing Arts for Film and Television (FAMU), one of the top three film schools on the European Continent. Prague, one of the finest cities in Europe, is rich in history, culture and beauty, and its attractions and landmarks are the classroom for students' learning and experiences.

This program offers students 8 credits of coursework. Students are evaluated by FAMU and Emerson College faculty as they are given an intensive experience in production, scripting and editing at the Academy. Special tours are planned throughout the program, including a weekend trip to the Karolovy Vary International Film. Students will also meet with Czech film industry professionals, such as directors and cinematographers, to discuss their work.

The Prague Summer Film Program is open to juniors and seniors with a minimum grade point average of 3.0 at the time of application. Students may become ineligible if their average drops below 3.0 at any time, or if they are on academic probation. Students' media studies or production background will be considered as well as their academic standing. For additional information contact the Continuing Education Office, 80 Boylston Street, First Floor, (617) 824-8280.



GENERAL EDUCATION CURRICULUM

The core of Emerson College's mission is to "challenge students to think and communicate with clarity, substance, and insight." The General Education Curriculum is designed with these goals firmly in mind. More than this, the General Education Curriculum seeks to produce students who possess what Aristotle called "practical knowledge," which implies intellectual breadth, but also the verbal skills and essential experience to put that breadth to effective use. Practical knowledge is first and foremost about solving problems. It recognizes that whether for the successful professional or involved citizen, life's challenges are to a great extent unpredictable and unique. This is all the more true in the world of the 21st century where professionals may change careers more often than their parents changed jobs, and where increasing globalization confronts us with the exiting, but also daunting, challenges of rapid economic and political change. Narrowly conceived recipes for facing these challenges will not work. What is needed instead is a practical instinct born of broad exposure to the liberal arts, grounded in communication skills, and tempered by an orientation toward applications of knowledge in the real world.

The courses an Emerson student takes in the General Education Curriculum are grouped in three categories. First, in the "Foundations" courses, students receive a solid grounding in writing and speaking skills and in quantitative reasoning. The emphasis is on speaking and writing critically about important contemporary topics. Students will also acquire the tools of symbolic reasoning that facilitate living and working in an increasingly technical and technological world. Second, in the "Perspectives" courses, students investigate each of a number of ways of pursuing knowledge of their physical and social worlds. They emerge with an understanding of the different kinds of questions that each of these knowledge communities addresses and the distinctive methods they use to find answers. Finally, the "Global and U.S. Diversity" courses emphasize global perspectives, multicultural understanding, and the values of social justice and responsibility as crucial preparation for life and work in the contemporary world.

General Education Requirements

The following General Education Curriculum is required of all students pursuing the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

I. FOUNDATIONS

Oral Communication | 4 credits

Students are required to take the following course:

OP 100 Fundamentals of Speech Communication

Written Communication | 8 credits

This two-course expository writing sequence is designed to enable students to write competently and effectively. Students who earn a SAT-Verbal score of 700 or above will have WP 101 waived. In the first year, students enroll in the following:

WP 101 Expository Writing
WP 121 Research Writing

Students enrolled in the Honors Program complete the following three-course sequence:

HS 101 & HS 102 First Year Honors Seminars
HS 103 Honors Writing Symposium

Quantitative Reasoning | 4 credits

Students who earn a SAT-Math score of 550 or above, an ACT-Math score of 24 or above or who complete 4 years of High School Math with grades of C or better will have this requirement waived. A waiver may also be obtained through written examination created by the Mathematics faculty and offered through the Academic Advising Center.

Students choose from any of the MT, Mathematics, courses offered by the Communication, Sciences and Disorders Department. See page 158 of this catalogue for courses and descriptions.

II. PERSPECTIVES

All Emerson students complete substantive studies in one field of communication or the performing arts. This in-depth work is balanced by a General Education Curriculum, which demands that students pursue breath and variety in their studies, particularly in the Liberal Arts.

Students are given a great deal of flexibility to choose individual courses which particularly interest or challenge them to learn, and even to build clusters of courses which promise the greatest degree of integration with their professional studies. The structure of the distribution requirements guarantees that students will discover a variety of liberal arts disciplines beyond their major. Students will work closely with an advisor to maximize the educational benefits of the unique combination of courses which they choose to fulfill the requirements. Students are required to complete one course in each Perspective, but no more than one course in their major field of study may be used to satisfy these requirements.

Aesthetic Perspective | 4 credits

Courses in this perspective foster thinking, feeling, and knowing through artistic expression and analysis of the evolution of artistic forms. Choose from the following courses:

		Page #
DA 539	Dance History I	95
DA 540	Dance History II	95
MU 137	Listening to Music	95
MU 139	History of Jazz	95
MU 201	History of European Music	95
MU 202	History of American Music	96
MU 203	Perspectives in World Music	96
MU 233	History of Opera	96
MU 256	Deconstructing 20th Century Art Music	96
MU 257	The Musical Premiere	97
MU 339	Music and Media	97
TH 100	Appreciation of Theatre Arts	99
TH 204	Theatre into Film	101
TH 205	Dress Codes: American Clothes in the 20th Century	101
TH 315	Topics in Contemporary Theatre	104
TH 548	History of Fashion	109
TH 549	History of Decorative Arts and Architecture	109
VA 101	Introduction to the Visual Arts	132
VA 202	History of Renaissance and Baroque Art (offered at the Castle only)	132
VA 203	History of Modern Art	132
VA 204	History of Post World War II Art	133
VA 231	Artist and the Making of Meaning	133
VA 307	History of Photography	133
VA 439	Seminar Topics in Art History	134

Ethics and Values Perspective | 4 credits

Courses in this perspective challenge students to articulate the foundations for their beliefs and judgments and subject these value commitments to critical analysis. Choose from the following courses:

		Page #
HS 202	Sophomore Honors Seminar II (Honor students only)	196
PH 105	Introduction to Ethics	191
PH 110	Ethics and Justice	191

PH 200	Contemporary Ethics	191
PH 203	Special Topics in Ethics or Value Theory	192
PH 204	Environmental Ethics	192
PH 210	Narrative Ethics	192
PL 328	Political Thought	175

Historical Perspective | 4 credits

Courses in this perspective foster an understanding of the context and content of societal actions and events and provide students with insight into the evolution of cultures, people, and countries over time. Choose from the following courses:

		Page #
HI 102	An Introduction to Western Civilization and Culture	172
HI 200	An Introduction to the Contemporary World	172
HI 203	Social Movements in the Age of Liberalism	172
HI 204	Islam in the World	173
HI 205	History of England	173
HI 208	The World Since 1914	173
HI 211	African American History	173
HI 219	History of the Far East	173
HI 220	History of Russia and the Soviet Union	173
HI 223	Renaissance and Reformation Thought (offered at the Castle only)	174
HI 229	History of Religion in America	174
HI 235	History of the United States	174
HI 215 & HI230	History of the Constitution & History of the Bible (each for 2 credits)	173
PL225	American Government and Politics	174
PL240	Introduction to Communication, Politics and Law	175
PL332	Civil Rights	175
PL333	The First Amendment	175

Interdisciplinary Perspective | 4 credits

Courses in this perspective integrate two or more disciplines, emphasizing connections between theory and practice, and providing a basis for understanding and appraising the role of interdisciplinary knowledge in human affairs.

Students choose from any of the IN, Interdisciplinary, courses offered by the Institute of Liberal Arts and Interdisciplinary Studies. All freshmen and all first-year transfer students shall complete one 100-level course in the first year of study at Emerson. Upper-level transfer students shall complete one course at the 200-level or above. See pages 202-213 of this catalogue for courses and descriptions.

Literary Perspective | 4 credits

Courses in this perspective foster a critical, intellectual, and emotional engagement with literature that stimulates reflection on how literary texts use language to communicate about fundamental human concerns. Choose from the following courses:

		Page #
HS 102	Freshmen Honors Seminar II (Honor students only)	196
OP 264	Oral Presentation of Literature	188
LI 201	Literary Foundations	140
LI 202	American Literature	140
LI 203	British Literature	141
LI 204	Topics in Literature	141
LI 208	Multicultural Visions	141
LI 210	American Women Writers	141

Scientific Perspective | 4 credits

Courses in this perspective encourage students to appreciate science as both content and process, to explore existing knowledge in particular natural or physical domains, and to identify how science pertains to their own lives. Choose from the following courses:

		Page #
HS 201	Sophomore Honors Seminar I (Honor students only)	196
PS 304	Sensation and Perception	159
SC 202	The Human Body	160
SC 203	Nutrition and Human Health	160
SC 204	Origin and Evolution of Life	160
SC 205	Environment and Humankind	160
SC 206	Weather and Global Climate Change	160
SC 208	Natural Disasters and Earth Science	160
SC 231	Physics for the Media	160
SC 270	The Brain and Human Communication	160
SC 280	Science and Society	160

Social and Psychological Perspective | 4 credits

Courses in this perspective examine how human behavior is shaped by psychological and social processes and how peoples' actions and thoughts reflect personal motivations as well as broader influences of groups, institutions, communities, and societies. Choose from the following courses:

		Page #
CD 153	Images of the Disabled	155
OP 343	Rhetorical Theory	189
EC 203	Principles of Economics	182
PL 231	Personality, Power and Politics	175
PS 101	Introduction to Psychology	158
PS 230	Gender, Race and Ethnicity	158
PS 301	Psychology of Personal Growth and Adjustment	158
PS 302	Personality, Perception and Nonverbal Communication	159
PS 303	Organizational Behavior	159
PS 305	Cognitive Psychology	159
PS 313	Abnormal Psychology	159
PS 321	Social Psychology	159

PS 333	Developmental Psychology	159
PS 339	Psychology of Personality	160
SO 150	Principles of Sociology	192
SO 200	Communities and Race Relations	192
SO 206	Gender in a Global Perspective	193
SO 207	Dance, Ritual and Society	193
SO 208	Visual Society	193
SO 303	Culture and Power	193
SO 320	Sociology of Everyday Life	194
SO 360	Deviance and Social Control	194

III. GLOBAL AND U.S. DIVERSITY

Emerson's curriculum emphasizes a global perspective and prepares students to work and live in an increasingly interconnected and multicultural world. Graduating students are individuals who have a basic understanding of the cultural pluralism of American society and of the world at large. Through courses in "Global and U.S. Diversity" students gain an understanding of the historical, artistic, and/or political contexts of cultural traditions and an appreciation of the value of diversity itself as a democratic and intellectual strength. Students may fulfill the Global and U.S. Diversity requirement simultaneously with any other requirement.

Global Diversity | 4 credits

Choose from the following courses:

		Page #
HI 204	Islam in the World	173
IN 104	The Caribbean Imagination	202
IN 142	African Civilizations	208
IN 203	Post Colonial Cultures	209
IN 223	Blacks, Whites, and Blues	211
IN 370	Topics in Global Studies	212
JR 570	Global Journalism	171
LI 381	Introduction to World Literatures	143
LI 396	International Women Writers	144
LI 423	Topics in World Literature	144
MA 566	Post Colonial Cinema	131
MA 573	Transnational Asian Cinemas	132
MU 203	Perspectives in World Music	96
OP 203	Intercultural Communication	188
PH 112	Religion in Eastern Cultures	191
SO 206	Gender in a Global Perspective	193

U.S. Diversity | 4 credits

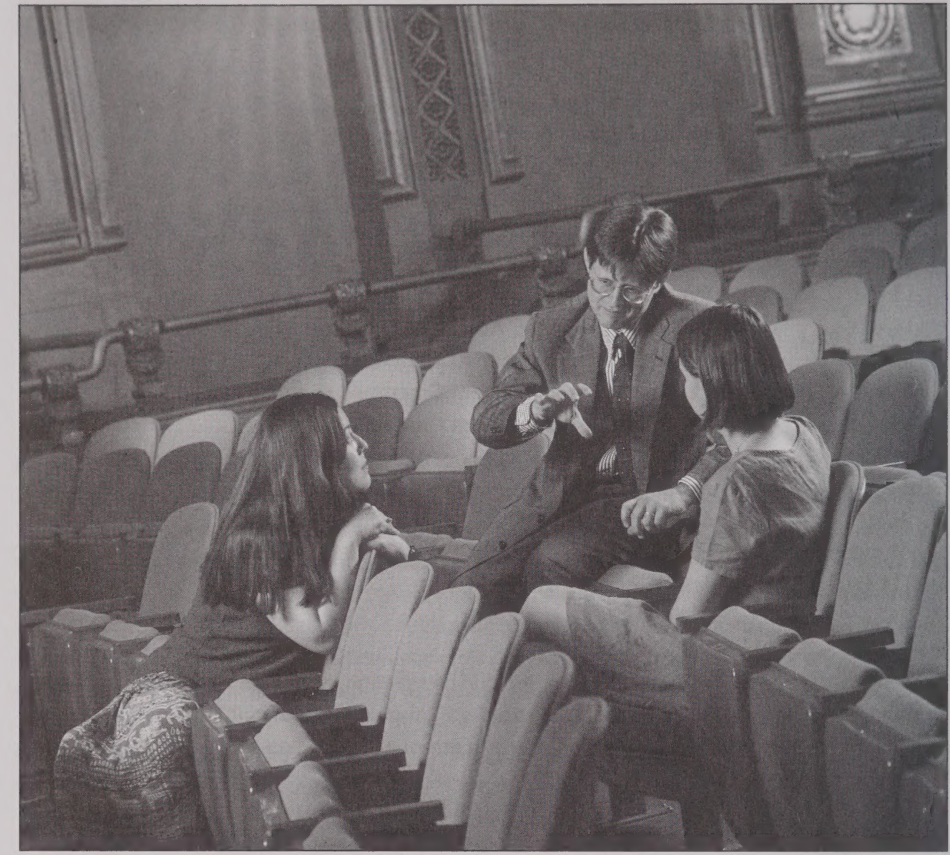
Choose from the following courses:

		Page #
CD 153	Images of the Disabled	155
HI 203	Social Movements in the Age of Liberalism	172

HI 211	African American History	173
HS 102	Freshmen Honors Seminar II (Honor students only)	196
IN 220	Nationalism, Multiculturalism and Identity	210
JR 555	Reporting Issues of Cultural Diversity	170
LI 208	Multicultural Visions	141
LI 210	American Women Writers	141
LI 361	Native American Literature	143
LI 382	Introduction to African American Literature	143
MA 540	Communication, Ethics and Cultural Diversity	130
MA 570	Black American Independent Cinema I	131
MA 571	Black American Independent Cinema II	131
MU 139	History of Jazz	95
OP 344	Rhetoric of Social Movements	189
PL332	Civil Rights	175
PS 230	Gender, Race and Ethnicity	158
TH 313	African American Theatre	104

World Languages | 8 credits

Students must demonstrate qualification (i.e. the completion of an Elementary II-level course) in a single foreign language or in American Sign Language. Bi-lingual students or students who complete three years of high school study in any one foreign language will have the World Language requirement waived.



SCHOOL OF THE ARTS

Dean Grafton J. Nunes

Mission

The School of the Arts is a community of artists, professionals and scholars committed to educating and training students to bring personal vision, commitment, sophistication, and courage to the practice of their crafts in media, theatre, and literature. The School looks for students who will use their Emerson experience to produce work that explores the world as they see it with informed accuracy and emotional honesty.

The School of the Arts is a mirror as well as a beacon. It reflects the tensions and harmonies; around us it illuminates the ironies and the possibilities within us. An Emerson arts education builds on reality to produce new realities, giving the "Stuff of Life" direction and meaning. The School of the Arts shares with the rest of the College the mission of teaching students how to perceive, to question, to structure, and to advance with sensitivity to ethical complexity.

Boston's urban location provides opportunities for social contrasts and diverse energies that students and faculty, communicators and audiences can absorb and recreate in an atmosphere of support and productivity.

Emerson College believes that a strong liberal arts education is fundamental to rigorous professional training. As the College continues to enhance the liberal arts core, students receive the strongest possible grounding as thinkers as well as doers, utilizing innovative curricular structures and new technologies to convey the various modes of thought represented by the humanities, the social sciences and the pure sciences. New combinations of liberal arts offerings, not practical in more traditionally structured institutions, are being continuously developed to prepare our students for a world in which cross pollination of ideas and the combination of new methods are the rule of the day. Underlying all this innovation, there remains an abiding respect for intellectual rigor and self-discipline.

While grounding its students in a strong liberal arts education, the School of the Arts simultaneously liberates their imaginations and trains them effectively in the tools of their craft. It is not just how to express, but what to say that is stressed.

The School of the Arts includes three departments: Performing Arts; Visual and Media Arts; and Writing, Literature and Publishing. Each department offers programs at the undergraduate and graduate levels. Students in all degree programs are encouraged to pursue interdisciplinary study and minors whenever possible.

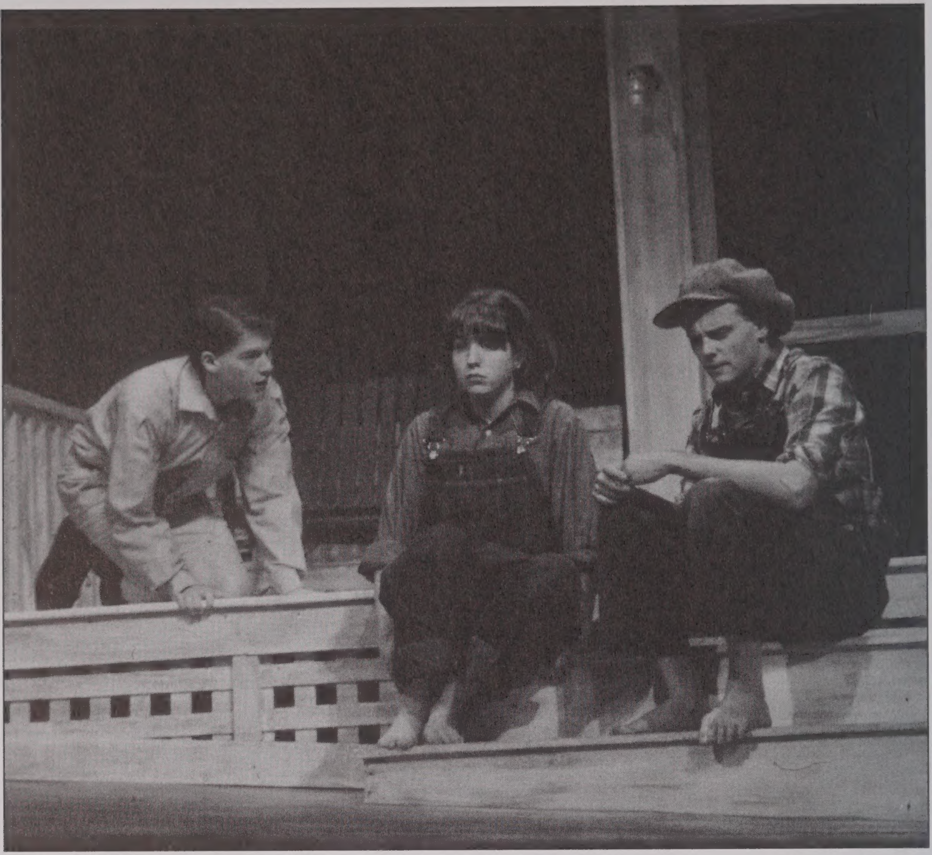
The undergraduate program leading to the Bachelor of Arts degree offers concentrations in theatre studies, theatre education, audio/radio, television/video, film, new media, and creative writing and publishing. The School offers the Bachelor of Fine Arts degree in acting, musical theatre, dance/theatre, design/technology, stage management, audio/radio, television/video, film, new media, and creative writing.

Graduate programs leading to the Master of Arts degree are available in Theatre Education, Media Studies, and Writing and Publishing. The School also offers the Master of Fine Arts degree in Creative Writing. For information concerning these graduate programs, please consult the Emerson College Graduate Catalogue.

The faculty instills in its students a sense of ownership in their work. It teaches students to recognize and accept stylistic and ethical responsibility for what they are producing. As they embrace that responsibility, students begin to speak with the authority of master craftspeople and artists.

Students leave Emerson as deep-water thinkers in the rhetoric of a present that is constantly changing, working in a grammar of images, sounds and words produced in dynamic relationships and distributed everywhere instantly on cyber links.

As the methods of expression evolve rapidly, we stress the substance of the expression, the conflicts and satisfactions both within and without that give meaning to the technical facility our students acquire.



DEPARTMENT OF PERFORMING ARTS

Professors Gaisner, Morgan, and Shea (Chair); Associate Professors Anderson, Colby, Donohue, Harkins, Jozwick, McCauley, and Wheeler; Assistant Professors Adams, Bell, Bensussen, Cohen, Craft, and Swift; Artists-in-Residence Broome, Cheeseman, Main, and Terrell

Mission

The Department of Performing Arts educates students in the collaborative arts of theatre within their historical and cultural contexts. Its professionally active faculty guides students in programs which offer both rigor and creative challenge. Studio and production work are central to all concentrations in the department and are integrated into the larger context of a liberal education. The department also offers coursework in music and dance in support of its Musical Theatre concentration and to enrich the liberal arts curriculum of the College.

The arts of live theatre are central to the education offered by a communications college. Students in the Department of Performing Arts are challenged to develop a deep understanding of self along with a sense of ethical responsibility to the immediate community and society at large. Through productions, internships and other activities, students are encouraged to work in the community, exploring and developing their own roles as artists and educators.

The faculty of the Department of Performing Arts is committed to the following goals:

- To provide an applied and experimental understanding of theatre and to develop basic skills in the performance, design, technical, and production aspects of the art.
- To provide a curriculum that emphasizes how culture affects the creative process and how, in turn, the creative process contributes to the evolution of culture.
- To provide a theoretical and historical understanding of the theatre and the conventional standards by which it is judged through scripts, knowledge of the physical theatre and production techniques, and the aesthetics of the major historical periods of drama.
- To allow students to recognize their own potential and to develop their own interests through a balanced curriculum, as well as to prepare students to enter the traditional fields of performance and production in both the professional and the educational theatre.

Programs

The department offers the Bachelor of Arts (BA) and the Bachelor of Fine Arts (BFA) degrees.

Students may pursue BFA degrees with a concentration in Acting, Theatre Design/Technology, Musical Theatre Performance, and Production/Stage Management. Each of these programs demands that students commit to structured, intensive work at the center of their Emerson education. Each has defined admission and retention standards. The concentrations in Acting, Dand Musical Theatre may be entered only through a required and competitive audition process. The concentrations in Design/Technology and Production/Stage Management require a portfolio review and personal interview as part of the admissions process. The faculty believes that students should not be encouraged to enter or allowed to complete BFA programs unless they demonstrate the kind of work ethic, talent, and skills development demanded by the profession. Review of student work and progress occurs annually.

The BA degree in Theatre Studies invites students to develop a broad educational plan, which must include work beyond the Performing Arts core curriculum in at least two different curricular areas. BA students must identify training work in a primary area of emphasis—they may include actor training work only if they have successfully auditioned to do so—but are given freedom to identify further course work in other areas of theatre, in related fields of communication and the arts, and in the liberal arts and sciences. Primary areas of emphasis include Acting, Theatre Education, Management, Design/Technology, Playwriting, Dramaturgy, and Directing. Students then build very specific clusters of courses in a secondary area in an interdisciplinary fashion. For example, a student interested in Theatre and Arts Management might define work in Advertising, Public Relations, and Theatre; another student interested in Writing could define work bringing together Acting, Directing, Design, and Dramatic, Screen and Creative Writing. A Directing major would be encouraged to make broad and deep use of the extensive offerings in Literature and the Liberal Arts. A Design major might also take courses in visual and studio art, audio and photography. Each Theatre Studies major is required to develop a personal, educational plan for a program best suited to his or her future goals.

The BA degree in Theatre Education requires specific work beyond the Performing Arts core curriculum in theatre education and in areas mandated by the Commonwealth of Massachusetts as part of our Department of Education Approved Program leading to the Initial License as a Teacher of Theatre (all levels). At the same time, students in this program have between 9 and 12 free elective courses with which to build an individualized program in ways similar to the students in Theatre Studies. As in Theatre Studies, students in Theatre

Education who wish to identify Acting as a primary area of interest must successfully audition to do so.

Production Opportunities

The department's major performance spaces are the newly renovated Cutler Majestic Theatre at Emerson College and two new state-of-the-art theaters, the Semel Theater and the Greene Theater, located in the newly built Tufte Performance and Production Center adjacent to the Majestic. Located in the heart of Boston's theatre district, the Cutler Majestic is a 100—year old, 1,200-seat proscenium house. The Semel Theater is a 218-seat thrust and the Greene Theater is a 108-seat end-stage theater. Emerson Stage, the department's production unit, presents many student-created events annually from a variety of theatrical genres, directed by faculty, professional guest artists, and students. Through productions at the Majestic and in the Tufte Center, students are exposed to a wide range of performance and production opportunities.

During the academic year, eight major productions are fully mounted at the Majestic and in the Tufte Center. Additional workshop projects offer student actors, dancers, directors, designers and choreographers the chance to create their own work. In April, the Emerson Playwrights Festival is mounted through the generosity of Emerson alumnus Rod Parker '52. It includes workshop productions and staged readings of new work written by students, directed by faculty and guest professionals.

EXTERNAL PROGRAMS

Many Performing Arts majors make use of Emerson's European Center (in Kasteel Well, The Netherlands) for a semester abroad program in the sophomore year. Acting students have the opportunity to study with European teachers in the same curriculum that is offered in Boston. Performing Arts students particularly interested in professional outcomes in film and television may spend a semester of the senior year at the College's Los Angeles Center. In the Performance area, only BA Theatre Studies students are eligible for the Los Angeles semester.

INTERNSHIPS

Performing Arts majors may enroll in a maximum of 8 credits of Internship with Boston area, Los Angeles, or national/international companies.

DRAMATIC, DANCE AND MUSICAL PRODUCTION ACTIVITIES

Student participation in dramatic productions at the College is varied and either extra- or co-curricular. Students can be active in dance, drama, musical theatre, children's theatre, puppet theatre, and comedy. The Department of Performing Arts encourages all students to participate in both on- and off-campus productions. Casting for faculty or guest artist directed productions created by Emerson Stage is limited normally to Performing Arts majors.

Emerson Stage. Emerson Stage, the production arm of the Department of Performing Arts, presents many events annually, from every major theatrical genre. Students are exposed to a wide range of performance and production opportunities, such as:

Cutler Majestic and Tufte Center Shows. Students may audition for a variety of individual productions in one of three performance spaces: The Cutler Majestic Theatre at Emerson College, the Semel Theater Greene Theater in the Tufte Performance and Production Center. Staged readings and workshop projects led by advanced students, faculty or guest professional directors are also available.

Class Projects. Directing Projects, Mini-Musicals, Ensemble Projects, Solo Performance Festivals; all feature the work of students as directors and performers.

Workshop Projects. Faculty, advanced students and guest artist directors provide further training work for student actors in workshop productions.

Performing Arts Degree Program Requirements

BFA IN ACTING

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4
TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 216, World Drama in its Context II	4
Advanced Dramaturgy course	4
TH 123, 124, 130 (two semesters), 221, 222, Acting	16
TH 315,Topics in Contemporary Theatre	4
TH 325, 326, 425, 426, BFA Acting Studios	32
Total Credits:	72

Students accepted into the BFA Program in Acting must audition to continue in the program at the end of the second year. Since an intensive residency is essential to the success of the Studio, BFA students are not eligible to participate in The Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

BA IN THEATRE STUDIES

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4
TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 216, World Drama in its Context II	4
Advanced Dramaturgy course	4
TH 121 or TH 123 & 124	4
Primary Area within P.A. (two courses beyond PA Core)	8
Secondary Area within P.A. or in another Discipline (as approved)	12
Total Credits:	44

BA Theatre Studies majors may take electives in Performing Arts beyond the total PA credits noted above. BA Theatre Studies majors with an emphasis in Acting may take only one Advanced Acting class (TH 421) in each semester of their junior and senior years. In addition, BA Theatre Studies majors may take the intensive 16-credit course of study at the Los Angeles Center in their senior year.

BFA IN DESIGN/TECHNOLOGY

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4

TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 216, World Drama in its Context II	4
Advanced Dramaturgy course	4
TH 121	4
Design/Technology Fundamentals (BFA Stagecraft and TH 249; TH 140 and TH 240)	12
Design/Technology Theory & Practice (TH 150 & 8 credits chosen from the following: TH 244, TH 247, TH 346, TH 347, TH 350, TH 440A-C, TH 540, TH 548, TH 549)	12
Design/Technology Concentration (Three courses chosen from the following: TH 242/342,TH243, TH 245/345, TH 248/348, TH 441, TH 447)	12
Production Assignments (1, 2 or 4-credit units)	8
Annual Portfolio Review	0
Capstone Project/Thesis (In 4th Year Portfolio Review)	0
	Total Credits: 68

BFA IN PRODUCTION/STAGE MANAGEMENT

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4
TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 216, World Drama in its Context II	4
Advanced Dramaturgy course	4
TH 121	4
TH 275, Introduction to Arts Management	4
TH 277, Introduction to Stage Management	4
TH 250, Design Essentials	4
TH 381, Directing I	4
Directed Study, Production Projects, Internship	12
Additional Management course (as approved)	4
Related Electives (Chosen with Advisor)	12
	Total Credits: 68

BFA IN MUSICAL THEATRE

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4
TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 304, Development of the American Musical	4
MU 255, Music Analysis (two semesters)	4
TH 124, 130, 221, 222, Acting	12
Dance (Technique courses as approved)	8

Applied Voice (as approved)	8
TH 327, 328, 427, 428, BFA Musical Theatre Studios	24
	Total Credits: 72

Students are also required to complete 4 non-tuition credits in Chorus/Musicianship.

BA IN THEATRE EDUCATION

PA 101, Languages of the Stage	4
TH 141-148, Stagecraft Laboratories (2 @ 2 credits)	4
TH 149, Emerson Stage Production Crew	0
TH 215, World Drama in its Context I	4
TH 216, World Drama in its Context II	4
Advanced Dramaturgy course	4
TH 121 & 122 or TH 123, 124 & 130 (repeated once)	8
TH 381, Directing I	4
TH 460 & 461, Drama as Education I & II	8
PA Elective (Chosen with Advisor)	4
	Total Credits: 44

Students seeking licensure must also complete the Educator Licensure requirements (additional 12-20 credits).

EDUCATOR LICENSURE PROGRAMS

Students at Emerson who are interested in obtaining Initial Licensure in Massachusetts as a Teacher of Theatre (all levels, pre-K through grade 12) should see the Educator Preparation and Licensure section of this catalogue and consult with the department's Program Director of Educator Preparation as early as possible (or before the end of sophomore year) regarding programs and requirements. Students transferring to Emerson College above the sophomore level should contact the Program Director for program requirements and admission procedures.

The Initial License requires completion of a BA degree in Theatre Education along with completion of the Education Minor. The student teaching practicum must be fulfilled through Emerson. The minor consists of: TH 265, Foundations of Education, 4-12 credits of Student Teaching Practicum, and PS 333 Developmental Psychology. The last course may also be used toward a student's General Education Liberal Arts distribution in Psychology.

The Initial License is valid for five years, after which time a student wishing to maintain licensure must meet the additional qualifications for the Standard License.

DANCE MINOR

This minor requires 16 credits of course work that combines dance theory, dance technique, and experience in the creative process within the discipline:

Dance History I or II (DA539 or DA 540)	4
Dance Composition I: Improvisation (DA 231)	4
Dance Technique (4 two-credit courses)	8

MUSIC MINOR

This minor requires 16 credits of course work from the following:

- Poetry and Song (IN303)
- Art of Noises (MA 407)
- Sound as Fine Art (MA 421)
- Listening to Music (MU 137)
- History of Jazz (MU 139)
- Musicianship (MU 252)
- History of Music: European (MU 201)
- History of Music: American (MU 202)
- Perspectives in World Music (MU 203)
- History of Opera (MU 233)
- Deconstructing Twentieth Century Art Music (MU 250)
- Music Analysis (MU 255)
- Music and Media (MU 339)
- Development of the American Musical (TH 304)

EDUCATOR LICENSURE REQUIREMENTS

This course of study is required for all students seeking licensure.

TH 265 Foundations of Education	4
Student Teaching Practicum	4-12
PS 333 Developmental Psychology	4

Performing Arts Courses

DANCE

DA 230 Dance I: Technique and Theory | 4 credits

This course introduces the student to the physical and theoretical foundation upon which all expressive dance forms are based. The student develops an understanding of the body as an expressive instrument and of dance as a performing art. Through the study of basic dance technique, the student develops strength, flexibility, body placement, control, and a sense of line. The basic movement vocabulary and terminology of ballet, modern and jazz styles are introduced. Along with two studio classes per week, students explore the concept of dance as art and are introduced to twentieth century dance in a classroom lecture setting.

DA 231 Dance Composition I: Improvisation | 4 credits

This course guides students in the discovery, development, and exploration of their own movement and imagery. The stimuli for dances include personal experiences, abstract ideas, relationships, emotions, and a variety of real or imagined materials.

DA 233 Elementary Ballet | 2 credits

This course explores the fundamentals of ballet technique for beginning students. Through the traditional class sequence, students become familiar with ballet terms and technique. The class begins at the barre and progresses to center combinations, which emphasize the development of musicality, flexibility, strength and control. May be repeated for credit.

DA 234 Elementary Modern Dance | 2 credits

This course presents the fundamentals of the concert dance form exemplified in the styles of Graham, Limon and Cunningham for beginning students. It focuses on the development of technique, including floor work, center and traveling components. The student explores a wide range of axial and spatial movement while developing flexibility, placement, control, and a concept of dance as a performing art. May be repeated for credit. Prerequisite: DA 230 or permission of the Dance faculty.

DA 235 Elementary Tap Dance | 2 credits
In this course students explore the technique, style and rhythmic structure of tap dancing. Students will work toward expanding the movement vocabulary. Prerequisite: Permission of the Dance faculty. (Fall semester)

DA 237 Elementary Jazz Dance | 2 credits
An introduction to the American dance form of jazz, including blues and musical theatre dance. Utilizing East Indian and African-Cuban rhythms, this technique is based on exercises and movement developed by choreographer Jack Cole. Classes focus on the development of strength, flexibility, isolation, and control through a series of stretches, strengthening exercises and center floor combinations. May be repeated once for credit.

DA 240 Foundations of Movement | 2 credits
This is a studio course in which students develop a working understanding of the principles of body movement, including body alignment, range of motion in joints, balance, effort and efficiency of motion. Each semester this course will focus on one particular movement theory, which may include but is not limited to the following: Alexander Technique, Body/Mind Centering, Pilates, Laban Movement Analysis, and Functional Anatomy. (Semester varies)

DA 271 Dance Practicum | 1 non-tuition credit
Students doing substantive work in dance under the supervision of a member of the faculty may enroll in Dance Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. May be repeated. Only four non-tuition credits may be used toward graduation. Requires completion of a project contract and permission of the chair.

DA 331 Dance Composition II | 4 credits
This course concentrates on the theory and practice of dance choreography. Basic choreography structure, analysis and practical application of dance elements (solo, duet and group forms), performance style, and the interrelationship of dance with other theatrical elements will be studied. Though primarily for students interested in dance choreography, this course may also benefit students majoring in directing or musical theatre. Prerequisite: DA 231 or permission of the Dance faculty.

DA 333 Intermediate Ballet | 2 credits
Students at the intermediate level are encouraged to explore the technical and artistic aspects of classical ballet. Each class begins with a series of exercises at the barre and continues into center floor combinations, which may include pirouettes, beats, and jumps. This course may

be repeated for credit. Prerequisite: DA 233 and/or permission of the Dance faculty.

DA 334 Intermediate Modern Dance | 2 credits
Students at the intermediate level concentrate on developing strength, movement quality, a strong movement center and a wide range of movement vocabulary drawn from the Graham, Limon, and Cunningham styles. Classes include floor work, exercises at the barre and traveling patterns. This course may be repeated a maximum for credit. Prerequisite: DA 234 and/or permission of the Dance faculty.

DA 335 Intermediate Tap Dance | 2 credits
Students at the intermediate level concentrate on exploring more sophisticated levels of technique, style, and rhythmic structure of tap dancing. Prerequisite: DA 235 and/or permission of the Dance faculty.

DA 337 Intermediate Jazz Dance | 2 credits
Training in American Jazz Dance integrates a number of jazz styles, including Luigi, Fosse, and African-Cuban, which are performed today in the musical theatre and in concert. Students work to develop control, strength and speed, with an emphasis on movement isolation and a clear jazz style. This course may be repeated for credit. Prerequisite: DA 237 and/or permission of the Dance faculty.

DA 340 Dance Theatre I | 4 credits
This studio course guides students in the discovery and use of expressive elements in dance and theatre. Students explore the integration of dance, text, and dramatic action to create dance theatre forms. Prerequisite: Permission of the Dance faculty. (Fall semester)

DA 430 Dance Repertory | 2 credits
This course offers students the opportunity to work with a choreographer in the creation and staging of a concert dance, musical theatre or dance theatre piece. Led by faculty or guest artists, students work in a broad range of choreographic styles. In addition to developing the performance and physical skills necessary for the work, students are expected to engage in research and/or study materials necessary to the performance. The course culminates in a public performance of the work. This course may be repeated twice. Prerequisite: Permission of the Dance faculty. (Spring semester)

DA 434 Advanced Dance Technique | 4 credits
Advanced dance students concentrate on further developing strength, flexibility, and control in a wide range of movement vocabulary drawn from the Graham, Limon, and Cunningham styles. Students explore dance phrasing, movement qualities, and develop a strong and focused dance style. This course may be repeated for credit. Permission of the Dance faculty.

DA 440 Dance Theatre II | 4 credits
Using the integration of dance, text and dramatic action, students develop a deeper understanding of the dance theatre form. The course culminates in a major project based on an adaptation or the creation of an original dance theatre work. Prerequisite: DA 340 or permission of the Dance faculty. (Spring semester)

DA 498 Directed Study: Teaching Dance and Movement | 4 credits
Classroom work involves both lecture and studio work, focusing on educational philosophy supporting a dance curriculum, aesthetic principles of dance/movement, and technical aspects of body mechanics. A pre-practicum involving 40 hours of observing/assisting area dance teachers is required. Students will learn to prepare lesson plans, which articulate behavioral objectives and methods of evaluation. Students will be supervised teaching some of these plans.

DA 539 Dance History I: Ritual to Theatre | 4 credits
Dance is studied within different cultural contexts (early societies to the late 19th-century U.S. and Europe). It is the first of a two-semester survey exploring the development of western theatrical dance. This course includes an exploration of traditional dance in both western and non-western cultures and a study of traditional dance, social dance, and European court dance as primary sources for the theatrical dance forms of the twentieth century. Fulfills the Aesthetic Perspective of the General Education requirements. (Fall semester)

DA 540 Dance History II: 20th Century Dance | 4 credits
The study of twentieth century dance as an art form includes an exploration of Ballet, Modern Dance, and Theatrical Dance and examines sociological, anthropological and theoretical influences. The changes in choreographic structure and presentation, the developments in dance technique, the contributions of prominent choreographers and artists, and the developments in musical and dramatic forms will be studied. Fulfills the Aesthetic Perspective of the General Education requirements. (Spring semester)

MUSIC

MU 137 Listening to Music | 4 credits
This course is intended for students with little or no experience in music who want to develop their listening skills and musical understanding. Emphasis will be on a non-theoretical study of the elements and compositional principles of music, and careful listening to selected works of master composers in the context of a brief survey of Western music. Fulfills the Arts option of the General Education requirements.

MU 139 History of Jazz | 4 credits
A study of the evolution of jazz, a continuously evolving form synthesizing many different music styles. Attention is given to its African-American origins, historical identifications, anti-social tendencies, political aspects, and subjective effects which have affected cultural change. Emphasis is placed on listening to the works of Armstrong, Ellington, Davis, Gillespie, Parker, Monk, Coltrane, and Mingus. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements.

MU 201 History of Music: European | 4 credits
A survey of European music from Greek beginnings through the Middle Ages, Renaissance, Classical, Baroque, and Romantic periods up to and including contemporary musical forms. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements.. (Semester varies)

MU 202 History of Music: American | 4 credits
A survey of American music from the first American settlers to the present including the development of such forms as folk, regional, religious, ethnic, jazz, musical theatre, and various popular styles. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements. (Semester varies)

MU 203 Perspectives in World Music | 4 credits
This course investigates music-making within a variety of cultures, including societies from Africa, the Caribbean, India, the Far East, and Native Americans. Musical experience is examined from both the sonic and social perspectives, including: musical form, instruments, and style, as well as music's role as a vehicle for defining and representing social values. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements.

MU 233 History of Opera | 4 credits
An introduction to the musical and aesthetic conventions of opera. Emphasis is placed on listening to representative works and on an historical survey of opera from its birth to the present. Recommended for students in the department of Performing Arts. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements. (Semester varies)

MU 252 Musicianship | 2 credits
This course explores rhythm, phrasing and harmony in a variety of musical contexts. (Spring semester)

MU 253 Applied Music: Voice | 0 credits
An introduction to the analysis of music, especially as it appears in Musical Theatre. Topics include song structure, dance forms, and identification of the features in various genres and historical styles. Required for Musical Theatre majors. May be repeated once for credit. Prerequisite: MU 301 or permission. (Semester varies)

MU 254 Applied Music: Piano | 0 credits
This studio course consists of ten 50-minute lessons with a private instructor. Students may pursue this course on a non-credit basis by payment of a course fee. May be repeated a maximum of four times. Prerequisite: Audition for placement by the Coordinator of Applied Music.

MU 255 Music Analysis | 4 credits
An introduction to the analysis of music, especially as it appears in Musical Theatre. Topics include song structure, dance forms, and identification of the features in various genres and historical styles. Required for Musical Theatre majors. May be repeated once for credit. Prerequisite: MU 301 or permission. (Semester varies)

MU 256 Deconstructing Twentieth Century Art Music | 2 credits
This course will introduce western art music of the twentieth century to non-music majors. We will chronologically explore diverse styles and genres of music as composed by a panorama of vibrant musical personalities in the twentieth century. Our goal will be to demystify some of the construction techniques and resulting sounds which have currently expanded our defini-

tion of "e-music." Included in our discovery will be discussions on the interplay of music, literature and the visual arts as reactive and motivating forces on current, twenty-first century aesthetics. We will close the course by investigating current trends in art music. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU257 The Musical Premiere | 2 credits
This course will explore several noteworthy musical premieres in modern European history beginning with the shocking debut of opera in seventeenth-century Italy to the shocking popular music premieres of the twenty-first century United States. We will examine the preparation, actual performance of the work, and the often-revolutionary impact on the broader cultural milieu, as these new works help us to broaden and redefine our concept of beauty. Frequently composed by controversial figures in their day, our methodology will include a recurrent assessment quantifying the effect of the 'persona' on the outcome of the premiere. Additionally, we will determine the effect of the 'marketplace,' (or the prevailing socioeconomic forces), on the initial and eventual successes of these musical works. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 302 Musical Theatre Repertoire I | 2 credits
An intensive and highly focused course in learning how to prepare for musical theatre auditions. Students will be assigned new repertoire from the world of musical theatre: operetta, musical revues, plays with music, and traditional musical theatre. Students will perform from memory during most classes and will be asked to prepare and perform 4 (four) selections from memory for mid-term examination and another 4 (four) selections from memory for the final examination. During the course students will discuss and analyze the music chosen and will, with the faculty's help, provide constructive criticism of their fellow classmates. An objective of this course is to teach students to perform musical theatre literature with a strong emotional connection. Prerequisite: MU253, MU353 and Permission of Instructor. (Fall semester)

MU 303 Musical Theatre Repertoire II | 2 credits
A continuation of Musical Theatre Repertoire I. The objective of this course is to accumulate a wide range of audition material in book form that represents various musical theatre composers. Prerequisite: MU253, MU353 and Permission of Instructor. (Spring semester)

MU 339 Music and Media | 4 credits
Music and Media is a review and survey of musical practice in four key media areas: radio, film, television, and popular music. In each area, music will be treated not as a supplement to other media, but as a form complete unto itself. The interrelatedness of all media will be explored, with music providing the essential framework for this investigation. We will examine the function of music in silent film, the connections between music, radio and popular taste, the ongoing evolution of the music video as a formal structure and contemporary electronic music as multimedia/digital culture. We will also examine how changes in musical style and developments in musical technologies influence other media. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 353 Applied Music: Voice | 2 credits
Advanced work in vocal technique and development of a repertoire, consisting of ten weekly 50-minute lessons with a private instructor. Required for BFA Musical Theatre majors. Prerequisite: Audition for placement by the Coordinator of Applied Music.

MU 354 Applied Music: Piano | 2 credits
For students for whom the study of piano is relevant to their professional goals. Students have a weekly, fifty-minute individual lesson. May be repeated a maximum of four times. Prerequisite: Audition for placement by the Coordinator of Applied Music.

PERFORMING ARTS

PA 101 Languages of the Stage | 4 credits
This course introduces students to the various means of expression available to the art of the stage. In addition to an exploration of the techniques of the written script, students will be introduced to the visual forms of artistic communication, their history, and the conventions of all theatrical forms.

PA 271 Performing Arts Practicum | 1 non-tuition credit
Students doing substantive work in any area of theatre under the supervision of a member of the faculty may enroll in Performing Arts Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. May be repeated. Only four non-tuition credits may be used toward graduation. Permission of the instructor and department chair. A, Acting; B, Directing; C, Design/Production; D, Stage Management; E, Arts Management; F, Musical Theatre; G, Theatre Education.

PA 371-372 Production Project | 2 or 4 credits
Students with junior standing may define project work in acting, dance, design, technical production, management, directing, or education. Permission of the instructor and department chair.

PA 471-472 Production Project | 2 or 4 credits
Students with senior standing may define project work in acting, dance, design, technical production, management, directing, or education. Permission of the instructor and department chair.

PA 498 Directed Study in Performing Arts | 2 or 4 credits
Students are provided the opportunity to develop a research paper or creative project on a topic or level of experience not covered in the regular curriculum. Permission of the instructor and department chair are required prior to the end of the examination period of the preceding semester.

PA 499 Internship | 4 or 8 credits
Students work in professional theatrical or educational settings under the direct supervision of an approved, full time employee at the site and the designated faculty Internship Coordinator assigned by the Performing Arts Department. Prerequisite: junior or senior standing, a grade point average of 2.7 or above, and permission by petition of Chair of Performing Arts Department & Internship Coordinator. Professional experiences on site may have specific prerequisites, most of which pertain to completion of the appropriate level theory and/or produc-

tion course at the College; students should obtain details from the Internship Coordinator. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. Performing Arts majors may enroll in a maximum of 8 credits of Internship with Boston area, Los Angeles, or national/ international companies. Students must attend a department orientation during the semester prior to undertaking the internship, and should plan to attend pre-determined class meetings during the semester. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship, and should consult the Academic Calendar for registration deadlines.

PA 571-572 Ensemble Workshop | 2 or 4 credits
Students create a workshop production focused in a particular aesthetic and/or style. Research and in-depth study of the aesthetic accompanies practical application and work in group collaboration, leading to a public showing of the work or the ensemble. Prerequisite: Permission of the Instructor and Department Chair. (Semester varies)

THEATRE

TH 100 Appreciation of Theatre Arts | 4 credits
This course introduces students to the nature of theatrical performances, which may include drama, comedy, musical theatre, opera, dance, solo performance, or performance art. Students will see theatrical performances both on and off the Emerson campus and will be exposed to a wide range of performance styles. Readings will include plays and some historical material as well as readings in performance theory and critical analysis. Special attention will be given to the student's written response to theatrical art. Fulfills the Aesthetic Perspective of the General Education requirements.

TH 121 Introduction to Acting I | 4 credits
An introduction to the acting process designed for the non-performance major. Group and individual exercise work develops a relaxed instrument able to respond freely, in the body and the voice, to emotional and external stimuli. The course moves from fundamental explorations through improvisation to work on scripted material.

TH 122 Introduction to Acting II | 4 credits
Building on the work of TH 121, this course proceeds to careful study of the mapping of a scene through the vocabulary of intentions, actions, obstacles and objectives. From year to year, the focus may be on the plays of dramatic realism, which lend themselves easily to analysis by these means, or on the work of Shakespeare. Prerequisite: TH 121 or permission.

TH 123 Acting I: Movement | 2 credits
An intensive exploration of movement and improvisation. A variety of improvisatory approaches are employed to tap into individual creativity and to discover the power of group creation. Physical demands increase as the body is emphasized as the instrument of communication. The work includes exploration of space, energy, dynamics, rhythm, and sensory response. Actors learn to channel their physical and emotional energy into dramatic action. Students in TH 123 must also enroll in TH 129, Playreading Aloud. Prerequisite: By audition only. (Fall semester)

TH 124 Acting II: Voice and Text | 2 credits
This course bases the actor's work in the experience of voice and language. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction and the exploration of individual and group creativity. The student will use both scripted and improvised material as they discover the two to three octaves of the speaking voice and its connection with thoughts and words. Students in TH 124 must also enroll in TH 129, Playreading Aloud. Prerequisite: TH 123. (Spring semester)

TH 130 Improvisation | 0 credits
This course introduces performance majors to improvisation, developing listening skills, spontaneous playing and the art of presence. Required for all students enrolled in the Actor Training Program.. May be repeated once for credit.

TH 140 Rendering | 4 credits
Techniques in perspective drawing and drafting are acquired, including color and texture in a variety of media and the representation of objects in stage space. Students are expected to provide appropriate materials as needed. This is the first course required of students in the Design/Technology concentration and recommended for others interested in design.

TH 141-148 Stagecraft | 2 credits
This course offers experience in standard technical craft practices for the theatre. Students study fundamental techniques in selected technical/craft areas. Including, but not limited to, scenery construction and handling, scene painting, sculpture for the stage, costume and properties construction, make-up prosthetics, electrics, and lighting. Students are expected to provide appropriate materials as needed. Students may complete different Stagecraft units to a total of eight credits. The Performing Arts core curriculum requires completion of two laboratory units, or four credits.

TH 141 Special Topics
TH 142 Electrics
TH 143 Properties Construction
TH 144 Costume Construction
TH 145 Scenic Construction
TH 146 Scene Painting
TH 147 Costume Crafts
TH 148 Masks

TH 149 Emerson Stage Production Crew | 0 credits
Performing Arts majors are assigned to crew one Emerson Stage production project during their first year in the program. Successful completion of this crew assignment is required as part of the Performing Arts curriculum. Students who fail to earn a satisfactory grade in TH 149 during their first year may not be eligible for work with Emerson Stage until they do so through a new crew assignment.

TH 150 Design Research | 4 credits

This course will introduce students to the history of theatrical design and production techniques and their relationship to the audience and culture from which they are derived. Students in the course become fluent in the language and techniques of visual design. They discover tools for reading play scripts from the designer's perspective, prepare research folios and make classroom presentations of their discoveries. Research materials are accessed and delivered in a variety of ways including spoken, written, and graphic presentations, both traditional and computer-aided. Students are expected to provide appropriate materials.

TH 204 Theatre Into Film | 4 credits

This course will explore the artistic languages of theatre and film. Dramatic material written for the stage will be read and analyzed and the process of adaptation of that material will be explored. Texts include the works of such playwrights as Shakespeare, Strindberg, Williams, and Albee. Film texts include the work of directors such as Lumet, Cukor, Solberg, and Nichols. Fulfills the Aesthetic Perspective of the General Education requirements.

TH205 Dress Codes: American Clothes in the Twentieth Century | 4 credits

Students will examine American clothes and fashion in the twentieth century, with a primary focus on the visual elements of everyday dress. Six distinct periods will be studied according to the silhouette and decorative details of each. Further, each fashion period will be studied within the context of its indirect influences (social, cultural, historical, technological, economical). Particular focus will be given to concepts of masculinity and feminity, and gender ambiguity; challenges to gendered clothes (such as trousers on women, long hair on men); and anti-fashion (zoot suits, beatniks, hippies, punk, goth). Fulfills the Aesthetic Perspective of the General Education requirements.

TH 215 World Drama in Its Context I | 4 credits

A survey of theatre and drama from the Greeks through the Renaissance, with a focus on the major periods of Western theatre and dramatic literature: the Greeks, Roman theatre and drama, Medieval theatre, Elizabethan drama, and Italian, French, and English Neo-Classicism. In addition, a survey of Eastern classical theatre and drama with a particular emphasis on the Sanskrit theatre, the Chinese drama and the Peking Opera, and the classical theatre of Japan, including Kabuki, No, and the puppet theatre. Selected readings of plays in their historical context with particular attention paid to theatrical styles of plays and production. (Fall semester)

TH 216 World Drama in Its Context II | 4 credits

A survey of theatre and drama from the late seventeenth century to the present. The major periods of world theatre and drama, Neo-Classicism, Romanticism and Modernism will be studied with particular emphasis on Twentieth Century theatre and drama throughout the world, including Africa, Asia, the Caribbean, and Latin America. Attention will be given to the work of both women and men. Theatrical conventions, innovations and techniques developed in the Western and Non-Western theatres will be explored. (Spring semester)

TH 221 Acting III: Basic Scene Study | 4 credits

This intensive scene study class builds on TH 123 and TH 124 (movement, improvisation and voice) to ensure a personal commitment in the way students approach and experience the mapping of a scene from the canon of 20th-century naturalistic/realistic plays. We will emphasize the text, context and the given circumstances of each play studied. Actors' scene breakdown, intentions, actions, obstacles, objectives and moment-to-moment work will be some of the tools used to bring scenes from these plays to life. Prerequisites: TH 124 and permission. (Fall semester)

TH 222 Acting IV : Ensemble Acting and Performance | 4 credits
In this course we combine and deepen the movement, improvisation and voice work accomplished in TH 123 and TH 124. Along with imagination, intelligence and emotional availability, they form the actor's instrument and are put into service of a playwright's scripted material. This amalgam is the basis of work on a scripted ensemble play, which will be performed at the end of the semester. Ensemble techniques that explore the theatre's collaborative nature will be used. Prerequisites: TH 221 and permission. (Spring semester)

TH 240 Drafting | 4 credits
Through weekly projects, students learn graphic techniques in drafting for theatrical production. Focus is on conventional symbolization, development of ground plans, sections, elevations, orthographics, isometrics, and construction drawings. Students are expected to provide appropriate materials as needed.

TH 242 Lighting Design I | 4 credits
Basic principles of stage lighting design are introduced, including the mechanics and optics of lighting instruments, electrical theory and practices, control systems, basic design concepts, and color theory. Controllable qualities of light are investigated and demonstrated through the student's participation on a lighting crew for a department production. Design techniques are developed through a complete lighting design project. Students are expected to provide appropriate materials as needed. (Fall semester)

TH 243 Sound Design | 4 credits
This course will introduce the basic principles of theatrical sound design and the practices and skills required to develop a production's sound design and supportive technical documentation. Students will be introduced to script analysis, system layout, effects development, source researching, and organization. The combined hands-on presentations and class assignments will allow students to develop a working knowledge of the sound designer's responsibilities and skills. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 244 Costume Construction | 4 credits
The course introduces the student to basic costume patterning and construction methods. The student will not only study draping, drafting, and flat-patterning, but will also learn terminology, equipment usage, and the skills necessary to the entire costuming process. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 245 Scene Design I | 4 credits
The course covers script analysis, design metaphors, ground plans and terminology. It also explores the director-designer relationship and the elements of design as they relate to theatri-

cal space. Students are expected to provide appropriate materials as needed. Prerequisite: TH 240 (Drafting) or permission of instructor. (Fall semester)

TH 247 Make-Up: Theatre | 2 credits
This course presents a comprehensive study of the art of traditional make-up for the stage. Through the use of cosmetics and prosthetics, students learn to execute corrective, character and age make-up. Students are expected to provide appropriate materials as needed.

TH 248 Costume Design I | 4 credits
Students develop an understanding of the basic principles of costume design used to create statements about a play and its characters. Lectures and class discussions prepare students to confront specific problems in design projects. Students are expected to provide appropriate materials as needed. (Fall semester)

TH 249 Emerson Stage Production Team | 0 credits
This course offers a semester-long experience in the technical areas of theatrical production. Each team will develop advanced skills in the major craft areas by working on Emerson Stage productions in a given area for an entire semester. Design/Technology majors are required to participate in four different teams. Two of the teams must be outside of the student's main focus of study. Students are expected to provide appropriate materials as needed. A, Set Construction; B, Scene Painting; C, Costume Construction; D, Properties; E, Electrics/Sound.

TH 250 Design Essentials | 4 credits
Introduction to the theatrical design process and personnel. Emphasis is placed on the interconnection between the various design areas and their function in the process of making theatre. Students will explore script analysis from the designer's point of view, review historic production styles and venues, and experience current productions. This course will expose students to some of the basic skills and processes employed by theatrical designers. Students are expected to supply appropriate materials as needed and attend selected theatrical productions. (Semester varies)

TH 265 Foundations of Education | 4 credits
This course examines the bases of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues including, but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. (Spring semester)

TH 275 Introduction to Arts Management | 4 credits
An exploration of the theory and practice of arts management, with particular focus on theatre management. Extensive readings in arts management provide a foundation for further work in the field. (Spring semester)

TH 277 Introduction to Stage Management | 4 credits
The fundamentals of stage management explored through readings, discussion, written exercises, and appropriate hands-on experience. (Fall semester)

TH 304 Development of the American Musical | 4 credits
The development of American musical theatre from the early minstrel shows to the works of Stephen Sondheim is studied with a critical examination of representative musicals. Slides and recordings of Broadway productions will supplement the lectures. (Semester varies)

TH 313 African-American Theatre and Culture | 4 credits
African-American drama and theatre in Africa and America are studied from their origins in African ritual and in early Nineteenth Century America to the present. Lectures and discussions focus on traditional and modern drama and theatre, as well as significant periods of dramatic activity such as the Harlem Renaissance, the Federal Theatre Project, and the Black Arts Movement, and on representative works by major contemporary African and African-American dramatists. Fulfills the General Education US. Diversity requirement. (Semester varies)

TH 315 Topics in Contemporary Theatre | 4 credits
Various topics in the aesthetics of contemporary theatre with particular focus on the history, theory and criticism of selected contemporary performers and directors. This course will also focus on current productions and presentations in and around Boston. Attendance at selected events is mandatory. Required for all BFA Acting majors. Prerequisite: TH 222 or permission of instructor. Fulfills the General Education US. Diversity requirement.(Spring semester)

TH 325 BFA Acting Studio I | 8 credits
Intensive discovery of scene study which builds on the first two years of voice and movement/improvisation work to ensure a personal commitment in the way a student studies and experiences the mapping of a scene through the vocabulary of intentions, actions, obstacles and objectives. The initial focus is on the plays of dramatic realism, which lend themselves most easily to analysis by these means. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Open only to students in the Bachelor of Fine Arts program in Acting who have successfully completed a faculty review, audition, and TH 222. (Fall semester)

TH 326 BFA Acting Studio II | 8 credits
Continuation of the intensive studio training work of TH 325 for students in the BFA program in Acting. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 325 and permission of Acting Area Program Head. (Spring semester)

TH 327 BFA Musical Theatre Studio I | 6 credits
Intensive discovery of scene study in the musical theatre genre. Significant personal and group preparation are required outside of class time. Open only to students in the Bachelor of Fine Arts program in Musical Theatre who have successfully completed a faculty review, audition, and TH 222. (Fall semester)

TH 328 BFA Musical Theatre Studio II | 6 credits
Continuation of the intensive studio training work of TH 327 for students in the BFA Program in Musical Theatre. Significant personal and group preparation are required outside of class time. Prerequisites: TH 327 and permission of instructor. (Spring semester)

TH 342 Lighting Design II | 4 credits
This course presents approaches to lighting design and poses specific design problems for the student to solve. Attention is also given to color, composition, cueing and production through presentations and discussions in class. Students will participate in department productions as assistant designers and electricians. Students are expected to provide appropriate materials as needed. Prerequisite: TH 242 or permission of instructor. (Semester varies)

TH 345 Scene Design II | 4 credits
Students apply previously learned elements of scenic design to various production spaces and styles. Projects consist of elementary plans, sketches, renderings and models prepared for proscenium, thrust, arena, and environmental staging. Students are expected to provide appropriate materials as needed. Prerequisite: TH 245 or permission of instructor. (Semester varies)

TH 346 Scene Painting | 4 credits
This class explores various theatrical painting techniques. Students are exposed to the applications of a variety of color media and painting surfaces used to depict natural forms, as well as architectural detail. Students are expected to supply appropriate materials as needed. Prerequisite: Permission of instructor. (Semester varies)

TH 347 Make-Up II: Film and Television | 2 credits
A basic course in the art of film and television make-up, this course includes the use of refined cosmetics and prosthetic techniques to execute character, age, and extreme stylistic character make-up. Students are expected to provide appropriate materials as needed. Prerequisite: TH 247 or permission of instructor.

TH 348 Costume Design II | 4 credits
Students explore advanced design principles and processes in all areas of costume design. Students will experience the complete process of designing costumes for a given project: creating and presenting the design concept, working with the costume shop, developing appropriate paper work for counting, building and running costumes, budgeting, research, collaboration and rendering final sketches. The course also encourages students to develop a personal style, to explore and define themselves as artists in the theatre. In addition, students will produce a portfolio of work and learn to communicate professionally with other members of the theatrical production team. Students are expected to provide appropriate materials as needed. Prerequisite: TH 248 or permission of instructor. (Semester varies)

TH 350 Model Building | 4 credits
Advanced projects in model building for theatrical production. Focus is on traditional techniques of construction to develop presentation skills of design concepts in stage space. Work will include execution of models for existing designs and the generation of original designs and

models. Students are expected to provide appropriate materials as needed. Prerequisite: TH 240 or permission of instructor. (Semester varies)

TH 381 Directing I: Fundamentals of Directing | 4 credits
Major principles of play directing are studied. Through comprehensive script analysis, students become familiar with the structure of a play as a basis on which the various elements of theatre can be organized to achieve dramatic unity. Laboratory application of directing practices introduces students to the techniques employed by a director to communicate with actors and audience, including principles of composition, movement, stage business, and rhythm. Prerequisite: Junior Standing or permission of instructor.

TH 388 Playwriting | 4 credits
Working from the reading and analysis of contemporary plays, from discussions of contemporary theatrical techniques, and from exercises through which the student writer gains access to personal material, the major focus of the semester will be the writing and revision of several drafts of at least one one-act play suitable for production on stage. Pieces, scenes, and whole plays will be read in class and active participation in the workshop process is a required component of the course. (Semester varies)

TH 411 Topics in Dramaturgy | 4 credits
Various offerings in dramatic literature, theatre history and/or criticism, including but not limited to modern American drama, contemporary European drama, contemporary American drama, contemporary women playwrights, gay and lesbian drama, Shakespeare and the Greeks, the history of acting, the history of the physical theatre, performance studies. All courses are reading, research and writing intensive. Prerequisites: TH 215/216 or TH 311/312 or permission of the instructor.

TH 421 Advanced Acting: Special Topics | 4 credits
Intensive scene study exploring specific issues of style, genre or other defined topics. Topics offered may include but are not limited to Shakespeare, the Greeks, Asian approaches to theatre and performance, Self-Scripting, Solo Performance, Advanced Voice/Dialects, Acting for the Camera, Radio Drama, Object Performance, and Musical Theatre Performance. Prerequisites: TH 221 and permission.

TH 425 BFA Acting Studio III | 8 credits
Continuation of the intensive studio training work of TH 325 and TH 326 for students in the BFA program in Acting. Scene study problems move toward issues of style, with particular focus on Shakespeare but including a range of aesthetic and acting style issues. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 326 and permission. (Fall semester)

TH 426 BFA Acting Studio IV | 8 credits
Continuation of the intensive studio training work of TH 425 for students in the BFA program in Acting. Beyond continued scene work, significant attention is paid to audition technique and to a thorough orientation to the profession and the business of acting. This course meets a minimum of fifteen hours per week in the studio classroom and integrates experiences in voice, movement and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisites: TH 425 and permission. (Spring semester)

TH 427 BFA Musical Theatre Studio III | 4 credits
An investigation of various genres and styles of musical theatre performance, incorporating work in solo and ensemble performance. Prerequisites: TH 328 and permission. (Fall semester)

TH 428 BFA Musical Theatre Studio IV | 4 credits
In this course senior-level BFA Musical Theatre majors continue the exploration of musical theatre genres and styles, ending with a group showing of selected work. Prerequisites: TH 427 and permission. (Spring semester)

TH 440 Technical Theatre Laboratory | 2 or 4 credits
Various workshops are structured to introduce students to a broad range of technical experience. The subject matter for these workshops may include:

- Properties design and construction
- AutoCAD: Computer aided drafting and design
- Audio design for performing arts
- Advanced electrics
- Design and construction for film and television

Students are expected to provide appropriate materials as needed. Course may be repeated up to a total of 8 credits.

TH 441 Topics in Technical Design | 4 credits
Introduction to the organization of the scene shop, tool maintenance and usage, construction techniques, technical drawing development, computer applications, rigging, time and material budgeting. Students will complete class projects and work on Emerson Stage productions. Students are expected to provide appropriate materials as needed. Course may be repeated for credit.

TH 450 Drawing for Theatre and Film | 4 credits
This course encourages students to view drawing as a primary form of expression. It is an investigation of drawing as an organizing tool for thought and personal image exploration. We will also examine drawing as an art of visual storytelling. Students will create work exploring materials suited to their ideas, using a variety of media and papers. Lectures and visual presentations will introduce students to visual artists and directors/scenographers/cinematographers in the worlds of fine arts, theatre and film for whom drawing is an integral part of their creative process: William Kentridge, Robert Wilson, Eric Drooker, Raymond Pettibon, and a number of classic and contemporary artists (the Italian masters, DeChirico, Magritte, Grosz, Ilya Kabakov, among others) from

Europe, Asia and the Americas whose drawing refers as much to the language of life around them as it does to fine art—communicating information, narrating a story, creating a scenario or conjuring a world or system of belief.

TH 460 Drama as Education I | 4 credits
This course examines the philosophy behind the teaching of theatre and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theatre and drama classes from grades pre-K through 12. This course is open to any performing arts major and others with permission of instructor. It is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Fall semester)

TH 461 Drama as Education II | 4 credits
In this course students delve more deeply into the philosophy and practice of teaching through drama and theatre. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. This course is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 465 Student Teaching Practicum | 4 - 12 credits
An 8- to 14-week practicum providing supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their education program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director.

TH 475 Practicum: Arts Management | 4 credits
Practical experience in arts management under faculty supervision. Includes reading and writing assignments, as appropriate, for the serious arts management student. Prerequisite: TH 275 or permission of instructor. May be repeated.

TH 477 Practicum: Stage Management | 2-4 credits
Practical experience in stage management under faculty supervision. Includes reading and writing assignments, plus group discussion for the advanced stage manager. Prerequisite: TH 277 or permission. May be repeated.

TH 482 Directing II: Theory and Practice | 4 credits
Extending the experiences of Directing I, this course emphasizes the application and unification of stage directing techniques and theories leading to a concept for production. Through selected scenes and projects for class presentation, students continue the exploration of materials and methods of communicating the dramatic content of a script to an audience. Prerequisite: TH 381.

Courses at the 500-level may not be taken by any student who is not a senior at the time the course is offered.

TH 514 Theatre Studies Seminar | 4 credits
Examination and exploration of various topics in theatre studies, including but not limited to the areas of theatre history, criticism, theory, aesthetics, performance studies, and dramatic literature.

TH 540 Puppetry | 4 credits
The art of puppetry and the basic methods of construction, operation, manipulation, and performance of puppets are examined. Emphasis is on the use of puppets as an educational tool. Projects include creating examples of each of the four major types of puppets: shadow, hand, rod and marionette–using a range of construction techniques and materials appropriate to an educational setting. The course culminates in the construction of puppets for in-class presentations. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 548 History of Fashion | 4 credits
In this course students learn period research methods, efficient archiving techniques, period manners, styles and silhouettes, period palettes, period costume inventories, and period fabric choices and manufacturing techniques. Students will also explore the relationship between fashion and various historical, social and cultural changes. Students are expected to provide appropriate materials as needed. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

TH 549 History of Decorative Arts and Architecture | 4 credits
This course surveys the development of styles of architecture, furniture, ornamentation, and clothing from the Egyptians through the early 20th-century. Each major period will be examined through lecture and visual presentations, along with field study to the Museum of Fine Arts and other related areas of interest, with a focus on the major influencing factors, such as geography/geology, climate, religious/social structures, history, science and technology. Each student will be required to research and prepare a class presentation on one of the areas covered, as well as to research and maintain a "tracing" notebook of all periods. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

TH 562 Theatre for Young Audiences | 4 credits
Students are introduced to the scope, purposes, and history of theatre experiences for children and adolescents. Topics include play reading and analysis, the examination of formal and participatory theatre and theatre-in-education techniques. Prerequisite: Senior standing. (Fall semester)

TH 567 Playwriting for and with Youth | 4 credits
An introduction to a variety of schemes and stimuli to use in writing scripts for child or youth audiences or to use in helping young people to write their own plays. Attention will be given to freeing and stretching the imagination, issues of structure, methods of development, styles of critiquing, as well as to the social and political relevance of the work. Class work will include writing, improvising, reading aloud, critiquing and discussing work for and with youth. (Semester varies)

TH 584 Directing the Musical Play | 4 credits
The exploration of the conceptual and structural material pertinent to the musical play form with emphasis on developing skills in the staging of the materials through the coordination of music, lyrics, and dialogue. Each student will be required to stage scenes from musicals for class demonstration. Selected students will be assigned to stage mini-musicals for public presentation. Prerequisite: Permission of instructor. (Fall semester)

TH 589 Playwriting Workshop | 4 credits
This workshop will provide students the ability to experience exercises designed to generate ideas,develop playwriting technique and explore the theatrical realization of text. Prerequisite: TH 388 or Permission of the Instructor. (Semester varies)

88.9
WERS
BOSTON • EMERSON
REQUIEM

DEPARTMENT OF VISUAL AND MEDIA ARTS

Professors Cooper and Hilliard; Associate Professors Andrade-Watkins, Archambault, Freeman, Fry, Kingdon, O'Neill, Roberts-Breslin, Sabal, Schaefer, Selig (Chair), Shattuc, Shaw, Sheldon,Shipps, and Wang; Assistant Professors Cook, Desir, Knight, Kotz Cornejo, Krause Knight, Lane, Methot, Scott, Stawarz, Talman, and Todd.

Mission

Recognizing that the visual and media arts are powerful forces affecting the minds, emotions, and behavior of humankind, the Department of Visual and Media Arts educates students to become informed and ethical leaders, develops creative and aesthetically disciplined practitioners, and encourages learning based on all areas of thought and concern for society. Further, the Visual and Media Arts faculty is dedicated to including the cultural and historical perspectives of many cultures and nations regarding their experiences with the media.

The departmental program is a major curricular component within the interdisciplinary communication education provided by Emerson College. The program stresses the importance of broad-based learning and emphasizes that practitioners in any field of knowledge must utilize the media in an intelligent and ethical manner.

While learning how to present ideas and tell stories—either creatively through media productions, or organizationally through the management of such productions—students are exposed to a balance of theory and practice. Students should first understand the social and cultural implications of the visual and media arts, so that in working within them they develop an understanding of those principles that lead to reasoned and humane outcomes. The traditional tools of academic preparation, such as research and analysis, are integral to the Visual and Media Arts program. These are augmented by new research tools and new media technologies.

The faculty of the Department of Visual and Media Arts is committed to the following goals:

- To provide a core curriculum that exposes all students to the basic history, theory, and practice of the visual and media arts (film, television and video, radio and audio, new media, and photography and the fine arts).
- To provide students the opportunity to develop hands-on production skills in the media arts, and to achieve aesthetic and technical proficiency, empowering them to make sophisticated and appropriate choices in the creation of media art.
- To develop students' understanding of scholarship in the visual and media arts and how such scholarship may inform their careers.
- To relate students' media concentrations to fields of knowledge from the liberal arts, enabling them to understand the impact of the visual and media arts on an increasingly global society and therefore to apply their professional competencies with humanistic understanding and concern.
- To encourage students to view their specialization in the visual and media arts in the context of other fields of study by advising them to take relevant courses in the arts and humanities, social sciences, theater, communication studies, business, creative writing, and the sciences.

Programs

The Department of Visual and Media Arts offers a curriculum designed to prepare students for the goals described above as well as to focus on careers in the media arts or graduate studies. Graduates of the program will be prepared for employment in a variety of positions in the media arts.

The Department offers two tracks within its Bachelor of Arts (BA) curriculum: Media Production and Media Studies. There are various concentrations within the Media Production track: television/video, audio, new media, and film. In Media Studies, students may concentrate on the scholarly study of the media arts.

Students might also choose to pursue a Bachelor of Fine Arts degree (BFA), a more concentrated curriculum in media production that leads to a polished work in film, video, audio, or new media.

Students are encouraged to combine elements of study from several areas offered by the department in order to broaden their knowledge and adaptability for future professional work or academic careers.

The following degree requirements pertain to the Bachelor of Arts major in Media Arts. Students should remain in contact with the department and their advisor for information pertaining to requirements and course offerings. (Candidates for the Bachelor of Fine Arts degree should refer to the description of additional BFA requirements in subsequent pages.)

BACHELOR OF ARTS IN VISUAL AND MEDIA ARTS

The Bachelor of Arts (BA) degree in Media Arts offers the student a broad theoretical and practical introduction to the media in the first three to four semesters, and then in-depth study focused on the student's interests and career goals. Forty-four credits in the Department of Visual and Media Arts are required for the BA degree (the BFA degree requires sixty-four credits).

1. At least twenty of the Visual and Media Arts credits which count toward meeting the major requirement must be taken at Emerson College.
2. The following core courses are required of all students:
   MA 100 History of Media Arts I
   MA 101 History of Media Arts II
   MA 202 Introduction to Media Production
   MA 232 Concept Development
   MA 360 Media Criticism and Theory
3. All students must take at least one production course at the 300-level. Students who have chosen the Media Production track must take at least one additional production course at the 400-level in their concentration.
4. All students must take MA 421 and one other 400-level or 500-level course in media studies. Studies courses that fulfill the 400- and 500-level requirement are:
   MA 405 Topics in Visual and Media Arts: Studies
   MA 421 Seminar in Media Arts Topics
   MA 433 Comparative World Communication Systems
   MA 451 History of Documentary
   MA 452 American Film Comedy
   MA 454 Communication Ethics
   MA 459 Postmodernism and the Media
   MA 460 Cheap Thrills: The Politics and Poetics of Low Culture
   MA 461 Critical Listening
   MA 462 Studies in Digital Media and Culture
   MA 464 Film and Television Genres
   MA 475 Vietnam in American Film and Television
   MA 505 Topics in Visual and Media Arts: Studies
   MA 530 Communication Law and National Policy
   MA 531 Telecommunication Control and Regulation
   MA 532 Hate.com
   MA 537 Public Broadcasting and Educational Telecommunications
   MA 540 Communication Ethics and Cultural Diversity
   MA 547 Aesthetics and History of the New Media
   MA 552 History of Experimental/Avant-Garde
   MA 561 Children's Media
   MA 566 Post-Colonial Film
   MA 568 Feminist Media Criticism
   MA 570 Black American Independent Cinema I
   MA 571 Black American Independent Cinema II
   MA 573 Transnational Asian Cinemas

5. Although students may take more than one internship, no more than four credits of internship or eight credits combined of internship, directed study, or directed projects may count towards the major in Visual and Media Arts.
6. No more than one course in which a student earns a 'D' may be counted toward the major requirements.

Media Studies Track

The Media Studies Track is designed for students whose focus is the scholarly study of the media arts, especially those students desiring preparation for careers in media criticism, publishing, and industry research, or for advanced studies in the media arts or the law. Beyond the core curriculum, students are required to complete at least four advanced media studies courses at the 400- or 500-level (see list above).

Media Production Track

The Media Production Track is designed to allow students to specialize in a particular medium—audio/radio, film, television/video, or new media. All students in the media production track are required to take at least one production course at the 400-level. Students should expect to incur additional costs in fulfilling production course assignments.

The **Audio/Radio Concentration** offers students a program designed to provide both a practical and theoretical foundation in the areas of radio, sound recording, and audio for various media. The curriculum is broad in scope, reflecting the diverse opportunities available. All students in this concentration are required to take basic audio production courses and then can specialize in production and/or management. Students are encouraged to construct a program that serves their career needs and their interests. Additionally, students are encouraged to involve themselves with the College's two radio stations, WERS and WECB, as well as Live Music Workshops.

The **Film Concentration** offers students the opportunity to develop their knowledge and experience in the creative process of filmmaking, encouraging commitment to independence and social responsibility. After completing departmental core courses, students will take a sequence of classes that will first introduce them to non-synchronous sound 16mm film production, and then develop their skills in intermediate and advanced courses in synchronous sound filmmaking. These courses will expose students to the many possible styles of filmmaking, including fiction, documentary, and experimental work. Students also have additional production opportunities in undergraduate co-curricular activities sponsored by the Film Arts Society and Frames Per Second.

The **New Media Concentration** is designed to provide students with the theory of and hands-on experience in new media, and to educate students for a variety of careers in new media—interactive technologies and methods of communication such as CD-ROM, the Internet, and the World Wide Web; computer animation and digital imaging; content development and writing for new media; and computer programming. Students will incorporate course work in the visual and media arts as a foundation for their chosen sequence of new media courses. Students must take either MA 462, Studies in Digital Media and Culture or MA 547, History and Aesthetics of the New Media in addition to MA 421, Seminar in Media Arts, to satisfy the Media Studies Departmental requirement. Elective course work in the New Media Concentration can be chosen from advanced new media courses as well as courses in film, television, video, audio, and photography.

The **Television/Video Concentration** provides students with the theoretical understanding and hands-on experience to prepare them for careers in television, video production, and other media. Students proceed through a sequence of courses that advance their expertise in production and encourage creative expression and critical analysis. Students are encouraged to take related courses in new media, audio, film, media management, and business communication. Students may also gain practical experience by working with Emerson Independent Video (EIV), the student-staffed television station; with the Emerson Chapter of the National Broadcasting Society, Alpha Epsilon Rho; and with professionals in the field through internship experiences.

BACHELOR OF FINE ARTS IN MEDIA PRODUCTION

The Bachelor of Fine Arts (BFA) degree offers the student a more in-depth study of media production, with an advanced independent media project completed during the last two semesters. The BFA requires 64 credits in the Media Arts. The BFA Program is divided into four concentrations: film, video, audio and new media. Beyond the course requirements for the BA degree, the following requirements pertain to the BFA degree.

1. The following core courses are required of all students:
   MA 100 History of Media Arts I
   MA 101 History of Media Arts II
   MA 202 Introduction to Media Production
   MA 232 Concept Development
   MA 360 Media Criticism and Theory
2. All students must take MA 421 and one other 400-level or 500-level course in media studies. (See list under BA requirements.)
3. Students must complete the two to three required production courses in their concentration prior to completing further concentration requirements as specified in the following:

   Students planning a final film project must complete:
   Any 300-level writing course offered in the Department of Visual and Media Arts
   MA 450 Film Production Workshop

   Students planning a final video project must complete:
   MA 455 Advanced Video Production Workshop or
   MA 456 Advanced Video Post-Production Workshop
   and either:
   MA 457 Topics in Video Directing, or
   MA 515 Producing for Television and Non-Broadcast Media

   Students planning a final audio project must complete:
   MA 461 Critical Listening
   and either:
   MA 413 Field Recording, or
   MA 414 Radio Production, or
   MA 415 Studio Recording, or
   MA 416 Sound for Film and Video, or

MA 417 Audio for New Media
 and either:
MA 510 Advanced Studio Recording, or
MA 513 Radio Drama, Documentary, and Audio Book Production

Students planning a final new media project must complete:
MA 470 New Media Production III
 and either:
MA 318 Computer Animation, or
MA 478 Graphic Design for New Media, or
MA 480 Programming for New Media

4. Students must be accepted into practicum courses following submission of a portfolio of work. Students must complete two semesters of practicum, during which time they must produce individually or jointly an independent media project.
5. In addition to the requirements listed above, students must complete the remainder of their 64 credits from the following:
   MA 301 Film Production I
   MA 307 Video Field Production
   MA 308 Studio Television Production
   MA 310 Audio Production I
   MA 315 New Media Production I
   MA 317 Film Animation
   MA 318 Computer Animation 1
   MA 320 Writing the Feature Film
   MA 401 Film Production II
   MA 407 Topics in Visual and Media Arts: Practice
   MA 412 Business Concepts for Modern Media
   MA 414 Radio Production
   MA 415 Studio Recording
   MA 416 Sound for Film and Video
   MA 417 Audio for New Media
   MA 418 Computer Animation 2
   MA 420 New Media Production II
   MA 440 Feature Writing Workshop
   MA 450 Film Production Workshop
   MA 453 Inside the Entertainment Industry
   MA 455 Advanced Video Production Workshop
   MA 456 Advanced Video Post-Production Workshop
   MA 457 Topics in Video Directing
   MA 458 Digital Filmmaking
   MA 470 New Media Production III
   MA 478 Graphic Design for Interactive Media
   MA 480 Programming for New Media
   MA 507 Topics in Visual and Media Arts: Practice
   MA 508 Directing Actors for the Screen

MA 510 Advanced Studio Recording
MA 513 Radio Drama, Documentary, and Audio Book Production
MA 515 Producing for Television and Non-Broadcast Media
MA 524 Radio as a Business
MA 525 Recording Industry as a Business
VA 221 Photography I
VA 222 Photography II
VA 475 Documentary Photography
VA 476 Digital Imaging and Photography

Students should note that the BFA Program leaves limited opportunity for electives. It is strongly advised that students consult with their advisor for detailed information on the required and elective course work for the BFA degree, as all courses are not offered every semester.

Admission to the BFA Practicum is competitive. Students applying for the BFA should have a minimum grade point average of 3.0, and should maintain at least a 3.0 grade point average to continue. Students with a GPA of less than 3.0 may appeal by petition to the BFA committee.

Minor Programs

PHOTOGRAPHY MINOR

This minor provides a strong foundation in a specific visual medium. Coursework covers such fundamentals as frame, time, tonality, and content, with subsequent darkroom experience providing an understanding of exposure, lighting, and printing. A constant process of critique and reconstruction will attempt to insure technical and aesthetic growth demonstrating artistic coherence and clarity of thought. Throughout, photographic modes, forms and functions will be reflected in a historical context. Students may apply four credits from the General Education requirements toward this minor. Successful completion of the following three courses is required:

VA 221 Photography I
VA 222 Photography II
VA 307 History of Photography

In addition, students must successfully complete at least one course from the following:

VA 475 Documentary Photography
VA 476 Digital Imaging for Photographers
VA 492 Photo Practicum: Portfolio
MA 315 New Media Production I

VISUAL STUDIES AND THE ARTS

This minor provides the student with a deeper understanding of the visual and media arts than that offered by the General Education requirements alone. One survey course in traditional art history and one course in theory are required in order to provide chronological and conceptual bases for that understanding. Electives that explore various thematic and analytical approaches, specific historical approaches and a variety of media provide opportunities to approach visual materials in both limited and generalized contexts.

A minor will consist of 16 credits, in addition to the General Education requirement in the Arts, chosen from the following courses:

Historical Surveys (choose at least one):
VA 202 History of Art II: Renaissance and Baroque
VA 203 History of Art III: Modern
VA 204 History of Art IV: Post World War II
Theory Course must be taken:
VA 231 The Artist and the Making of Meaning

Electives: In addition students must successfully complete two other courses in the Visual Arts (excluding studio courses) or in Film Studies, one of which must be a 300-level seminar or a 400-level or 500-level course.

Class Enrollment Policy

Any student enrolled in a course in the Department of Visual and Media Arts who does not attend class during the first four class hours—and who has not made prior arrangements with the instructor—may be dropped from the class to make room for students on a waiting list for the course. This action can take place at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor, and if there is still room for an additional student in the class.

INTRADEPARTMENTAL TRANSFER POLICY

Any student in the College wishing to transfer into the Visual and Media Arts department or change from one concentration to another within Visual and Media Arts must have the approval of the Department Chair.

Media Arts Courses

MA 100 History of Media Arts I | 4 credits

The first of a two-semester course exploring the historical development of the media arts. This course will focus on the development of the film, broadcasting, and sound recording industries until 1950, including the organization, operation, and management of media organizations. The course will investigate the relationship between economics, industrial history, and social and political systems, and the styles and techniques of specific films and broadcast programs. Special attention is given to the diversity of styles of presentation in the media.

MA 101 History of Media Arts II | 4 credits

The second of a two-semester course exploring the historical development of the media arts. This course will focus on the continuing development of the film, broadcasting, and sound recording industries after 1950, as well as the development of video and digital technologies, including the organization, operation, and management of media organizations. The course will investigate the relationship between economics, industrial history, and social and political systems, and the styles and techniques of specific films and videos, broadcast programs, and new media. Prerequisite: MA 100.

MA 202 Introduction to Media Production | 4 credits
This course combines lectures with hands-on workshops. It examines the relationships among photography, graphics, audio, film, video, and new media within the context of cross-media concepts, theories, and applications. The course traces the creative process from initial conception and writing through production and post-production. Students will proceed through a series of exercises that will lead to completion of a final project, which establishes a foundation for advanced production course work. Prerequisite: MA 100.

MA 230 Writing for the Media | 4 credits
The study and practice of writing for film, television/video, audio/radio, and new media. Basic writing formats and the conventions of writing for each medium will be explored. Prerequisite: MA 100. (Semester varies)

MA 232 Concept Development | 4 credits
Emphasizing a variety of approaches to the creative process, students will draw on personal, cultural, and observational sources to generate ideas for future creative projects in audio/radio, new media, film, and TV/video. Highlighting storytelling methods, students will create treatments, outlines, and short scripts, which can be developed and used, in subsequent production or screenwriting courses. Through a variety of writing projects, students will articulate a developing artistic identity. The course emphasizes collaboration, and giving and receiving constructive criticism. Prerequisite: MA 100.

MA 301 Film Production I | 4 credits
An introductory level course in the basics of non-synchronous 16mm filmmaking, including basic camera operation, principles of cinematography and lighting, black-and-white film stock information, introduction to non-sync sound recording and transfers, and picture and sound editing. Prerequisites: MA 101, MA 202, and MA 232.

MA 307 Video Field Production | 4 credits
Through lectures and hands-on projects, students learn the equipment and techniques used in single-camera field production and post-production. Students write and produce a variety of projects, which are edited in digital non-linear mode and then downloaded for review in class. Prerequisites: MA 101, MA 202, MA 232.

MA 308 Studio Television Production | 4 credits
Through lectures and hands-on laboratories, students learn the principles of pre-production, production, and post-production for the studio as well as control room procedures. Students prepare their own productions, from concept to completion. Each project is shot multicamera, live-on-tape, in the studio. Prerequisite: MA 101, MA 202, and MA 232.

MA 310 Audio Production I | 4 credits
An introduction to the theory and practice of audio production. Students will learn the basics of sound, acoustics, and the principles and equipment involved in analog and digital production, recording, and editing. Prerequisites: MA 101, MA 202, and MA 232.

MA 315 New Media Production I | 4 credits
An introduction to the theory and practice of new media production with equal emphasis on learning the computer applications and being creative within the field. Areas include 2-D painting and photographic computer graphics, digital editing for new media, 3-D computer animation, and interactive programming applications for multimedia/new media including the Web/Internet. Prerequisite:s MA 101, MA 202, and MA 232.

MA 317 Film Animation | 4 credits
An introduction to film animation in which short animated exercises and individual sequences are located within a survey of the evolution of animation both as an art form and a commercial product. A range of media will be employed, allowing the student to explore and develop ideas and skills in producing 16mm animated sequences employing sound if required. Students are expected to complete a final individual project. Prerequisite: MA 301. (Semester varies)

MA 318 Computer Animation I | 4 credits
Computer Animation I is the first course in the two-course computer animation sequence, introducing students to the fundamentals of three-dimensional modeling and animation and preparing them for the second course, MA418 Computer Animation II. Students learn to model, texture objects, compose and light scenes, animate, and add dynamics. Finally they learn to render their animations into movies and to composite movies, audio, titles, and credits in postproduction. Prerequisite: MA202. (Semester varies)

MA 320 Writing the Feature Film | 4 credits
Consideration of feature-length narrative film scripts from conception to development of a detailed outline or treatment. Study includes linear and non-linear structure, conflict, character development, dialogue, and the scene. Prerequisite: MA 202 and 232.

MA 321 Writing for Television | 4 credits
This course will examine how to write for television in a variety of formats, including news magazine, reality TV, and children's television, but with a predominant emphasis on situational comedies, dramas, and movies of the week. Through a series of lectures, screenings, and readings, the elements of each genre will be analyzed. Each student will be challenged and encouraged to find his or her own unique "voice" and to find new and innovative ways to write stories within the confines of each established format. Each student will leave with a professional first draft of either a sitcom or drama, or the first 30 pages of a made-for-TV movie script. Prerequisite: MA 202 and MA 232 (Semester varies)

MA 323 Performance for Radio | 4 credits
The development of effective performance and the training of the critical ear. Emphasis is on the structure and delivery of messages for the auditory media. Students will work on various presentations, including narrative, interview, news, music, and imaginative and creative copy for performance. Prerequisites: MA 202 and MA 232. (Semester varies)

MA 324 Performance for Television | 4 credits
This course combines performance as an expression of personality and production. "On cam-

era" assignments include public service announcements, editorials, interviews, commercials, and other forms of studio presentation. Class members also receive instruction in basic studio operations. Copies of "on camera" assignments can be used as part of students' resume reels. Prerequisites: MA 202 and MA 232. (Semester varies)

MA 342 Spec | 1 non-tuition credit
Credit for active participants in this student screenwriting group. The instructor awards credit after term-end evaluation. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 343 Emerson Records | 1 non-tuition credit
Credit for active participants in the activities of Emerson Records. Work for this student-operated record label involves hands-on experience in the various disciplines of the recording industry including production, engineering, marketing, public relations, business management, new media and graphic design. Credit is awarded at the end of the semester after evaluation by the instructor. May be repeated for up to four credits for any combination of other MA 300-level 1 non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of the instructor.

MA 344 Frames Per Second | 1 non-tuition credit
Credit for Frames Per Second officers, producers, directors, and participants in workshops and other activities. Credit is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 345 WERS (FM)/WECB (AM) Laboratory | 1 non-tuition credit
Credit for specified assignments in the College radio stations is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 346 National Broadcasting Society/AERho | 1 non-tuition credit
Credit for officers, producers, and those who have demonstrated sustained participation. Credit is awarded at the end of semester after evaluation by the instructor. NBS is a national organization bridging the gap between student and professional, supporting student work in all areas of television, radio, and film. Student ideas at all levels are welcome. AERho is the Honors Level of NBS, which is available to seniors with a high grade point average. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 347 Film Arts Society | 1 non-tuition credit
Credit for active participants in the Emerson Film Arts Society. Credit is awarded after term-

end evaluation by the instructor. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 348 Emerson Independent Video Laboratory | 1 non-tuition credit
Credit for active participants in Emerson Independent Video. Credit is awarded after term-end evaluation by the instructor. May be repeated for up to four credits for any combination of other 300-level 1 non-tuition credit course. Course is offered Pass/Fail. Does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

MA 360 Media Criticism and Theory | 4 credits
This course explores theoretical and critical approaches to the study of photography, film, video, audio, and digital culture. Theories and methods in this course will examine issues relating to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. Prerequisites: MA 101.

MA 401 Film Production II | 4 credits
An intermediate level 16mm film production class designed to introduce students to the technical, conceptual, and procedural skills necessary to successfully complete a short double system sync-sound film. Students will be introduced to pre-production, production, and post-production procedures and techniques, and will receive detailed hands-on instruction in the operation of sync-sound motion picture production and post-production equipment. Prerequisite: MA 301.

MA 405 Topics in Visual and Media Arts: Studies | 4 credits
Topics will explore various aspects of visual and media arts history, theory, and criticism. Course may be repeated for credit. Prerequisite: MA 360.

MA 407 Topics in Visual and Media Arts: Practice | 4 credits
Topics will explore various aspects of visual and media arts practice. Course may be repeated for credit. Prerequisite: will vary depending on course topic.

MA 412 Business Concepts for Modern Media | 4 credits
The course focuses upon strategic thinking, planning, organization, and implementation of media projects from conception (pre-production) through release/distribution/exhibition (theatrical, non-theatrical, digital, web). Course content includes: business math, business plans (including financial option – limited partnerships, S-Corps, 501c3s, DBAs), grant resources, proposal and budget preparation, considerations, advertising and marketing. Students are encouraged to conduct database web research on the industry and festivals (newenglandfilm.com, aivf.org, imdb, Baseline, Hollywood Creative Directories) in addition to following current trends in global markets, financing, advertising, and marketing. Prerequisites: MA 301 or MA 307 or MA 308 or MA 310 or MA 315.

MA 414 Radio Production | 4 credits
This course examines the characteristics of the medium as well as the skills and techniques

necessary to work in contemporary commercial and non-commercial radio production. Students will learn current industry practices in news, commercial, continuity, and feature program production. Prerequisite: MA 310.

MA 415 Studio Recording | 4 credits
Students will learn to work with the principle tools of the professional audio production studio. Using multi track recording and sound processing equipment, students learn the essentials of studio recording and discover how they can be used for creative productions. Prerequisite: MA 310.

MA 416 Sound for Film and Video | 4 credits
Places professional audio recording and processing methods within the context of video and film production. Topics include: multi track recording and sound layering; editing and basic post-production; time code and synchronization (film sync, SMPTE time code, frame rates, interlock systems); the stages of audio post-production; audio sweetening; and sound effects. Prerequisite: MA 310.

MA 417 Audio for New Media | 4 credits
Starting with basic understandings of audio and new media productions, students will focus on the challenge of getting good sound optimized for the many different modes of new media distribution. Besides multi track recording, topics will include: disk recording; data rates and applications; processing for compression and effect; the advantages and disadvantages of various forms of disk and telecom distribution techniques. Prerequisite: MA 310.

MA 418 Computer Animation II | 4 credits
Computer Animation II is the second course in the two-course computer animation sequence, introducing students to advanced three-dimensional modeling and animation techniques and preparing them for independent computer animation production work. Students will continue to develop their skills acquired in Computer Animation I including modeling, texturing objects, composing and lighting scenes, animating, dynamics, rendering and postproduction compositing. Prerequisite: MA318 or permission of instructor. (Semester varies)

MA 420 New Media Production II | 4 credits
Student will design, develop, and produce a stand-alone multimedia/new media project and a Web site. Authoring and limited programming for each format, Director and HTML respectively, will be taught along with new media aesthetics, different kinds of new media productions, technical specifics of digital media, and advanced digital imaging and production. The design process for new media covers concept development through scripting, interface parameters, content production, and the final integration of the media elements in release form. Prerequisite: MA 315.

MA 421 Seminar in Media Arts Topics | 4 credits
This course will examine various topics in media arts. Students will be expected to study a variety of issues in seminar fashion. Topics vary from section to section. Prerequisite: MA 360 and completion of 64 credits.

MA 426 Radio Programming | 4 credits

This course focuses on how to program a radio station in today's competitive media environment. Topics include basic principles of radio programming, positioning against the competition, selecting and leading an air staff, music, news, and talk programming. Prerequisite: MA 310.

MA 427 Marketing and Promotion for Radio and Audio | 4 credits

This course explores the techniques, methods, goals, and ethics of successful promotions, including the components of an effective promotions team. The course includes the planning, coordination, and implementation of a promotion campaign. Prerequisite: permission of instructor. (Spring semester)

MA 433 Comparative World Communication Systems | 4 credits

A comparative study of telecommunication systems throughout the world, including industrialized, developing, and indigenous nations. All continents and regions will be examined: North America, South America, Asia, Africa, Europe, and Oceania. Individual countries and their relationships to their regions, continents, and to the rest of the world will be examined in terms of: 1) control and regulation; 2) economics and financing; 3) programming and operations; 4) content freedoms/censorship. Regional and global telecommunications organizations, associations, and institutions will also be studied. Prerequisite: MA 101 or permission of instructor. (Semester varies)

MA 440 Feature Writing Workshop | 4 credits

Working from detailed outlines developed in MA 320, Writing the Feature Film, this course will take students through to the completion of a polish of a first draft, feature-length screenplay. In addition to writing their own scripts, students will read the material written by each member of the class, write a detailed critical analysis of each segment, and engage in discussion of aesthetics, craft and form. Prerequisite: MA 320 or WP 439. (This course may count toward the Media Arts major or the WLP major.)

MA 450 Film Production Workshop | 4 credits

An advanced-level course with an emphasis on how to work as a production team, involving a more thorough investigation of the filmmaking process, from conception to completion. Students will be provided with instruction and assistance in the pre-production, production, and post-production of team-produced short films. Prerequisite: MA 401.

MA 451 History of Documentary | 4 credits

This course examines the history and theory of documentary media production, with attention to the economic, technological, ethical, and aesthetic concerns of documentarians. Prerequisite: MA 360. (Formerly offered as MA 551) (Fall semester)

MA 452 American Film Comedy | 4 credits

This course is a historical approach to the development of American film comedy. It will explore theories of comedy and their value to the critical interpretation of comic films. It will also consider the varying ways spectators are addressed, and the impact of performers and directors on various comedy styles. Prerequisite: MA 360. (Semester varies)

MA 453 Inside the Entertainment Industry | 4 credits
This course will examine the entertainment industry both in Hollywood and other locations around the world. Topics and fields of study include casting, development, script coverage, location scouting, little known occupation choices in the industry, and comparison of the biographies of writers, directors, and producers considered to be the "players" in the industry. Students will also develop industry specific resumes and research entry-level opportunities available worldwide. (Semester varies)

MA 454 Communication Ethics | 4 credits
Study of the philosophical roots and modern applications of moral reasoning in the various communication media, including print, digital, television, photography, film, radio, speech, and telecommunications technology. Theory and case studies include such topics as confidentiality, privacy, free speech, obscenity, justice, equality, defamation of reputation, abuse of power, fairness, truth in advertising, and conflict of interest. Prerequisite: MA 360. (Semester varies)

MA 455 Advanced Video Production Workshop | 4 credits
A workshop style course that explores both the technical skills and the conceptual framework of production activities such as camerawork, lighting, audio acquisition and production design. Exercises will offer students opportunities to put theory into practice, as well as refine and extend their practical skills. Prerequisites: MA 307 and MA 308. (Fall semester)

MA 456 Advanced Video Post-Production Workshop | 4 credits
A workshop style course that explores both the technical skills and the conceptual frame-work of post-production activities, such as continuity and jump-cut editing, creating and working effectively with graphic design elements, two dimensional animation, foley and sound mixing work. Exercises will offer students opportunities to put theory into practice, as well as refine and extend their practical skills. Prerequisites: MA 307 and 308. (Spring semester)

MA 457 Video Directing | 4 credits
This course covers both single and multi-camera shooting (studio and field production). The objective is to draw together directing skills acquired in other courses, refine them, and apply them to a variety of genres, including current affairs, documentary/education, and drama. Lectures and hands-on production sessions will explore the production phases with a particular emphasis on planning, shooting scripts, and visualization. Students will be required to direct a studio production as well as a short single-camera project. Prerequisites: MA 307 and MA 308. (Spring semester)

MA 458 Digital Filmmaking
The goal of this course is the development of the understanding of the current "digital revolution" from the perspective of the filmmaker, offering students the opportunity to explore film grammar as it applies to the digital format. All forms of digital filmmaking will be discussed, including its use as a tool for narrative storytelling. We will cover such topics as how to achieve film-quality results with a DV camera; the limitations as well as the benefits of the DV format for lighting and camera movement; and the necessary steps for shooting DV and blowing up to 35mm. The class will be conducted in a lab format, with students making short digital films. Prerequisites: MA301, MA307 or MA315. (Semester varies)

MA 459 Postmodernism and the Media

This course offers an intensive look at postmodern theory, beginning with historical analysis of modernism and the emergence of postmodernism. We will continue by exploring the work of Jacques Derrida and Michel Foucault, among others, on postmodern theory and criticism, before investigating postmodernist notions about history, power, and aesthetics; postmodernist approaches to subjectivity and identity; and postmodernism's influence on thinking about ethnicity, gender, and sexuality. Through their reading and writing on various topics, students will develop a clearer understanding of this influential recent trend in theory and aesthetics. Prerequisite: MA 360. (Semester varies)

MA 460 Cheap Thrills: The Politics and Poetics of Low Culture | 4 credits

Focusing on film, this course surveys the history of "low culture" in the United States. The unique aesthetics of B movies and exploitation films is examined in light of their intersection with sideshow, burlesque, comic books, and other forms. Theories of culture and formation of taste, issues of censorship, and fandom are explored to uncover the social and political implications of producing and consuming low culture. Prerequisite: MA 360. (Formerly offered as MA 555)

MA 461 Critical Listening | 4 credits

This course investigates the psychoacoustic perception and analysis of classical and contemporary use of sound in the media. Students will identify and define acoustic variables, comparing past and present recordings in all media. Prerequisite: MA 360 or permission of instructor. (Formerly offered as MA 361) (Semester varies)

MA 462 Studies in Digital Media and Culture | 4 credits

The emerging digital technologies are changing all aspects of communications and the control and creation of the resulting new media. This course will examine the dramatic shift in meaning and processes of contemporary communication by examining the social, artistic, economic, and political implications of using and implementing digital ways of working. Topics include the Internet and the Web, cyberspace and censorship, history of the technologies and new media, games, digital film and video, multimedia and interactivity, virtual reality, person-machine interfaces, and globalization considerations. Prerequisite: MA 360. (Formerly offered as MA 362)

MA 464 Film and Television Genres | 4 credits

This course will explore the practice of genre criticism in film and television through the examination of one or more film and television genres (e.g., the western, science fiction, or domestic melodrama and soap operas). Employing the principles of genre criticism, students will investigate the historical development of a genre in film and television series. Prerequisite: MA 360. (Semester varies)

MA 470 New Media Production III | 4 credits

Students produce a fully developed multimedia project, either an interactive CD-ROM or a Web site. The production process will be concept and treatment, content development, script, budget, interface design and production, content production, integration of elements, and final release form. Prerequisite: MA 420. (Semester varies)

MA 475 Vietnam in American Film and Television | 4 credits
This course will explore the representation of Vietnam in American film and television. The focus will be on narrative and visual representation of American national identity, and specifically attempts to salvage a sense of "moral exceptionalism," as well as the effort to invest such representations with a sense of authority and authenticity. Prerequisite: MA 360. (Formerly offered as MA 575.) (Semester varies)

MA 478 Graphic Design for Interactive Media | 4 credits
Fundamentals and aesthetic considerations of design composition (text, image, graphics, motion) and production for interactive media. The course includes the study of and exercises in design and layout for the screen; visual communication of ideas and concepts in a non-textual context; screen elements for new media, such as buttons, type, color, and virtual environments; file formats; and digital media considerations and information flow/sequencing and design. Prerequisite: MA 315. (Spring semester)

MA 480 Programming for New Media | 4 credits
Intermediate to advanced programming for new media productions in their respective authoring languages. The course will include Macromedia Director and other appropriate applications for interactive CD-ROM, and HTML and Java scripting for Web page development. Prerequisite: MA 420. (Fall semester)

MA 483 Media Sales | 4 credits
This course focuses on the media business from a sales perspective. Discussions and lectures cover the selling of radio, television, cable, new media, magazines, and newspapers; how ratings affect sales; and the impact of the economy on total available advertising dollars. Prerequisites: MA 202. (Semester varies)

MA 487 WECB (AM)/WERS (FM) Management | 4 credits
This course is available only to students appointed to manage either WECB or WERS. Includes critiques and discussions of, and practical solutions to, problems in management. Student managers must take this course each semester they are in a management position. Prerequisite: nomination to the position to student station manager.

MA 490 Media Arts Practicum | 4 or 8 credits
This is the capstone activity for BFA candidates in media arts. The student will take a major project from pre-production to completion. For BFA students, this course requires two consecutive semesters of work, four credits per semester. Non-BFA students may apply for entrance into this course to serve as a crew member or staff on another student's practicum project, or to produce a short one-semester project. Non-BFA students may not enroll for more than four credits. All students must submit portfolios, transcripts, and practicum proposals at the designated deadline; admission is selective. Prerequisite: faculty committee approval of proposed project; other prerequisite courses may be determined in consultation with the Chair

or his/her designee.

MA 497 Directed Project | 2 to 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. Prerequisites: satisfactory completion of appropriate production course(s), to be determined by the faculty member in consultation with the department chair; permission of instructor and department chair.

MA 498 Directed Study | 2 to 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a scholarly project not realizable through existing courses. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. Prerequisites: MA 360. Proposals must be approved by the supervising faculty member and the Department Chair prior to the examination period of the preceding semester.

MA 499 Internship | 4 or 8 credits
Students work in organizations such as a broadcast station, film and video production company, sound lab, or in educational or corporate media under the direct supervision of an approved, full-time employee and an assigned faculty member. No more than eight credits of any combination of directed projects (MA 497), directed studies (MA 498), and Internship (MA 499) may be counted toward the major. No more than four credits of internship may be counted toward the major. Prerequisite: junior or senior standing, a grade point average of 2.7 or above, and permission of instructor. The various sections of MA 499 have specific prerequisites, most of which pertain to completion of the appropriate second-level production course; students should obtain details from the internship coordinator. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship, and should consult the Academic Calendar for registration deadlines.

(Admission to all 500-level courses, unless otherwise noted, requires the student to have completed at least 16 credit hours in the Visual and Media Arts. Additional prerequisites are listed below for specific courses. Courses at the 500-level may not be taken by any student who has completed fewer than 80 credits.)

MA 505 Topics in Visual and Media Arts: Studies | 4 credits
Topics will explore various aspects of visual and media arts history, theory and criticism. Course may be repeated for credit. Prerequisite: MA 360. (Semester varies)

MA 507 Topics in Visual and Media Arts: Practice | 4 credits
Topics will explore various aspects of visual and media arts practice. Course may be repeated

for credit. Prerequisite: will vary depending on course topic. (Semester varies)

MA 508 Directing Actors for the Screen | 4 credits
Students develop skills in directing actors in dramatic performances for video and film. Building on a foundation of fundamental video and film skills, students will learn how to plan and direct narrative sequences. Students will be taken step by step through the directing process with a particular emphasis on research and visualization. Prerequisite: MA 401 or MA 455. (Fall semester)

MA 510 Advanced Studio Recording | 4 credits
The theoretical and technical applications of outboard signal processing, advanced multi-track theory and practice, and digital sound editing will be explored. Students will work on individual and group projects integrating musical applications of differing styles, lengths and levels of complexity. Prerequisite: MA 310 and MA 415. (Spring semester)

MA 513 Radio Drama, Documentary and Audio Book Production | 4 credits
Students will conceive, research, write and produce original full-length broadcast quality productions. This course offers insights into the unique problems associated with the planning and production process of each form. Prerequisite: MA 310 and MA 413, MA 414, MA 415, MA 416, or MA 417. (Semester varies)

MA 515 Producing for Television and Non-Broadcast Media | 4 credits
Through lecture and hands-on projects, students learn the organizational and creative skills of producing in the studio and in the field. Topics include program development, pitching, budgeting, hiring, scheduling, and coordinating the production and program evaluation. Prerequisite: MA 307 and MA 308.

MA 520 Corporate Media | 4 credits
Introduction to the private corporate and organizational media, including services provided by media departments in businesses, educational institutions, libraries, medical facilities, museums, and government departments. The skills involved in establishing a corporate media department and in preparing corporate media materials, both audio-visual and print, are clarified. (Semester varies)

MA 524 Radio as a Business | 4 credits
A non-production course dealing with all aspects of business including ownership, engineering, programming, accounting, law, promotion, personnel, sales, and the role of the advertiser. Prerequisite: MA 202. (Spring semester)

MA 525 Recording Industry as a Business | 4 credits
Students will explore the ways sound entertainment and information products are developed, produced, and marketed. In-depth examination of market analysis principles and legal requirements and structure, including licensing agreements, contracts, and copyright, will take place along with the examination of revenue issues such as royalties, record sales, product endorsements, and cost-centered issues such as promotion, advertising, and touring. Prerequisite: MA 202. (Fall semester)

MA 526 Analysis of Media Management | 4 credits
An examination of the organization and business operations and management of media companies in television, radio, cable, print, and the Internet. Both for profit and non-profit organizations are analyzed. The student studies the relationship between the production and purchase processes and the requirements for profitability. Personnel management, planning and financial strategies are studied, particularly as they relate to legal, consumer, and political policies and considerations. Prerequisite: MA 360 or equivalent. (Summer)

MA 530 Communication Law and National Policy | 4 credits
An analysis of law and policy that affect all forms of communication, including newspapers, radio, television, cable, film, visual arts, and cyberspace, with an emphasis on statute law, case law and regulatory law. Topics include first amendment freedoms, prior restraint, libel and slander, indecency and obscenity, copyright, fair trial/free press issues, confidential sources, and advertising. Students will conduct mock trials and prepare legal and regulatory documents on key issues. Prerequisite: MA 101. (Semester varies)

MA 531 Telecommunications Control and Regulation | 4 credits
Influences of government, industry, sponsors, consumers and pressure groups on radio, television, cable, cyberspace, and other telecommunication systems. Emphasis will be on FCC rule-making and Congressional law-making. Prerequisite: MA 101 or permission of instructor. (Semester varies)

MA 532 Hate.com
Using the internet as a base, students examine how extremist groups use the media to foment hate and violence against designated racial, religious and ethnic groups, and other non-white, non-Aryan targets, and how they are recruiting for a racial holy war. Neo-nazis, skinheads, Christian Identity, Klu Klux Klan, Holocaust deniers, armed militias and similar organizations are included among the extremists. A study of organizations and methods used to counter the hate groups, plus student programming of the class's "counterhate.com" web site, concludes the course. Prerequisite: MA 360. (Fall semester)

MA 537 Public Broadcasting and Educational Telecommunications | 4 credits
An investigation of the history, organization, structure, funding, programming, audience, and operations of public television and radio. Corporation for Public Broadcasting, PBS, and NPR/APR networks, regional associations, and individual stations will be studied, including field visits to stations and program sources. Instructional television systems, such as ITFS, will also be investigated. Prerequisite: MA 101. (Semester varies)

MA 540 Communication Ethics and Cultural Diversity | 4 credits
Ethical issues, including racial and ethnic prejudice, discrimination and stereotyping, are inspected both from a philosophical and case study approach. Topics such as privacy, piracy, censorship, ethnocentricity, pornography, racism, confidentiality, fairness, and hate speech are investigated in a variety of communication media—computer technology, photography, video, speech, audio, film, and print—both in international and U.S. domains. Prerequisite: MA 360 or permission of instructor. Fulfills the General EducationU.S. Diversity requirement. (Semester varies)

MA 547 Aesthetics and History of the New Media | 4 credits
This course investigates the past 40 years of new media. Topics and fields of study include photography, experimental and video art, installation and interactive projects, Internet projects, implications of working in digital media, theory and practice, connections to other twentieth-century media, and review of the recent criticism in the field. Prerequisite: MA 360. (Fall semester)

MA 552 History of Experimental/Avant-Garde | 4 credits
This course examines the history of the significant intellectual, political, and formal challenges to the dominant Hollywood cinema. Prerequisite: MA 360. (Semester varies)

MA 561 Children's Media | 4 credits
Content and production approaches of major children's programming in the context of child development theories. Review of theory and research on media's impact on children's behavior, including impacts of television, music, and computers. Prerequisite: MA 360. (Semester varies)

MA 566 Post-Colonial Film | 4 credits
An examination of the historical, socioeconomic, and ideological contexts of film production, distribution, and exhibition of post-colonial films that explore and challenge Hollywood and Western notions of identity, narrative, history, and oral traditions. Cinemas to be considered include those from Africa, the Caribbean, Latin America, the United Kingdom, and the United States. Prerequisite: MA 360. Fulfills the General Education Global Diversity requirement. (Semester varies)

MA 568 Feminist Media Criticism | 4 credits
An investigation of gender difference and its representation in the media. The course will focus on the analysis of conventional films and television programs as well as feminist media productions. Prerequisite: MA 360. (Semester varies)

MA 570 Black American Independent Cinema I | 4 credits
This course is designed to examine the depiction by and of African Americans in cinema from the inception of the film industry through the 1950s and the transition to television. Special emphasis is given to the historical, cultural, political, social, and economic influences that have shaped and/or determined the cinematic depictions about and by African Americans, beginning with the reconstruction era and continuing chronologically through the Harlem Renaissance, "race films," Hollywood productions of the 1940s, and concluding with the pre-civil rights era "problem films," the decline of Hollywood in general and African-American involvement in particular. Students will emerge from the class with a richly contextualized understanding of African Americans by independents and Hollywood. Prerequisite: MA 360 Fulfills the General Education Global Diversity requirement. (Semester varies)

MA 571 Black American Independent Cinema II | 4 credits
This course begins with the resurgence of Hollywood cinema, beginning with "blaxploitation" films of the 1970s, the concomitant impact of racial turbulence, and the emergence of a new African-American independent filmmaking tradition. Landmark films and filmmakers whose

work explores and challenges Hollywood and western notions of identity, narrative, history, and oral traditions will be presented, including works by women, the "L.A. Rebellion" filmmakers, and contemporary Hollywood productions about and/or by African-Americans. Prerequisite: MA 360. Fulfills the General Education Global Diversity requirement. (Semester varies)

MA 573 Transnational Asian Cinemas | 4 credits

In this course, Asian "national" cinemas are examined and problematized in the contexts of media and economic globalization. More specifically, this course will explore transnational Asian cinemas with the following foci: 1) The politics of transnational film practices 2) issues surrounding filmic representation and diasporic identities 3) The construction and negotiation of national, gender, and genre differences 4) local-regional-global dynamics and 5) questions of the postcolonial in Asian contexts. Prerequisite: MA 360. Fulfills the General Education Global Diversity requirement. (Semester varies)

Visual Arts Courses

Courses in the Visual Arts offer students the opportunity to explore both the theoretical and practical sides of painting, drawing, and photography. Many Visual Arts courses at Emerson count toward the fulfillment of General Education Requirements, and two minors are offered in Visual Arts: one in photography and one in the study of the visual arts. In addition, courses in the visual arts are taught through the Pro-Arts Consortium.

VA 101 Introduction to Visual Arts | 4 credits

This course is an approach to the visual language of communication shared among all of the visual arts. The course emphasizes visual analysis, understanding of materials, the history of style and techniques, and the functions and meanings of art in its varied manifestations. Slide lectures, museum visits, readings, discussions, papers, and critiques constitute a basis upon which to develop further studies in the visual and media arts. Fulfills the Aesthethic Perspective of the General Education requirements.

VA 202 History of Art II: Renaissance and Baroque | 4 credits

A survey of the major art forms from late Medieval Europe through the Italian Renaissance, Northern Renaissance, Baroque, and Rococo of the seventeenth and eighteenth centuries, England and America in the eighteenth century, and the movements leading to the mid-nineteenth century development of Realism. The course will include slide lectures and museum visits. Fulfills the Aesthethic Perspective of the General Education requirements. (Semester varies)

VA 203 History of Art III: Modern | 4 credits

A history of Modern Art beginning with French Realism of the 1860s, proceeding through Impressionism and Post-Impressionism of the following three decades, and culminating in the dramatic polarities of Expressionism and Cubism in the first two decades of the twentieth century. The course concludes with a study of the Bauhaus and its influence throughout the arts as practiced in Continental Europe and subsequently in the United States. Lectures include examples from painting, sculpture, prints, and architecture. Trips to museums and cultural institutions in Boston are included. Fulfills the Arts option of the General Education requirements. (Semester varies)

VA 204 History of Art IV: Post World War II | 4 credits

A survey of American post-war art beginning with abstract expressionism and pop art of the sixties, followed by minimalism, primary structures, conceptual art, environmental art, and recent trends in mixed-media/performance art. The course includes slide lectures, trips to Boston galleries and museums, projects, papers, and critiques. Fulfills the Aesthethic Perspective of the General Education requirements. (Semester varies)

VA 221 Photography I | 4 credits

An introduction to the fundamentals of black-and-white photography, including instruction in camera controls, film development, printing, and photo finishing. Assignments will generate critiques, which will develop "the critical eye." Gallery visits, guest visits, and slide presentations on the history of photography will further enhance critical thinking. The student must have the use of a camera with adjustable speed and aperture.

VA 222 Photography II | 4 credits

Intermediate course in black-and-white photography designed to present a variety of "ways of seeing" by examining frame, tone, point of view, scale, time, and sequence. Slide presentations, gallery visits, critiques, critical readings, as well as explorations of techniques that will enhance their communication skills are also included. The student must have access to a camera with adjustable speed and aperture. Prerequisite: VA 221.

VA 231 The Artist and the Making of Meaning | 4 credits

An introduction to the concerns of semiotics and structuralism as they apply to the relation between art and language. The course offers the student a clear and systematic approach to thinking critically about art (and by extension, about anything else), particularly in the late twentieth and early twenty-first century. The course includes lectures, discussion, and field trips. Fulfills the Aesthethic Perspective of the General Education requirements. (Semester varies)

VA 307 History of Photography | 4 credits

This course is a survey of the aesthetic and technical development of photography from its invention to the present day. The emphasis will be on the twentieth century, and the course will include critical analysis of the medium, which is central to understanding the influence and appropriation of photography today. The course will include visiting permanent collections in the Boston area as well as recent exhibitions. Fulfills the Aesthethic Perspective of the General Education requirements.

VA 347 Developed Images | 1 non-tuition credit

Credit for working on the student organized and produced photography magazine. Work is submitted, reviewed, and selected by students as well as designed and created digitally. The publication is produced annually in the spring. May be repeated for up to four credits. Course is offered Pass/Fail. Prerequisite: permission of instructor.

VA 439 Seminar in Art | 4 credits

A study in a selected area of art and art history with emphasis on the development of analytical and theoretical approaches to the understanding of works of art. Presentation of independent research and participation in the evaluation of the research work of seminar members is expected. Fulfills the Aesthethic Perspective of the General Education requirements.(Semester varies)

VA 475 Documentary Photography | 4 credits

This class creates the foundation for an intense investigation of an issue—cultural, political, ideological, or personal. Technically, it will address developing a deeper competence in negative making and black and white printing, with the emphasis on strongly informative images. Students will learn to use their cameras, lenses and electronic flash with spontaneity and flexibility. Assignments will require the student to discover narrative possibilities while creating strong individual images. The course's technical components will be supplemented by considerations of the history of documentary photography as well as field trips. Prerequisite: VA 222. (Semester varies)

VA 476 Digital Imaging for Photographers | 4 credits

This course is a hands-on production class especially for the photography student. It is designed to give a basic introduction to the elements of electronic, digitally realized, and manipulated photography. Students will learn to use computer-related input and output devices for photographic imaging, and to create work that is produced on the page as well as on the screen. The course addresses the need to understand the potential for the computer manipulation of photo-real images in design and illustration as well as the introduction of the computer as a tool within the context of photography classes that use traditional cameras and darkroom. Prerequisite: VA 221. (Semester varies)

VA 492 Photography Practicum: Portfolio | 4 credits

This course is designed to integrate, enrich, and solidify a student's photographic skills building on past productions. Emphasis will be placed on developing a portfolio representative of a personal vision. Exploration of various formats, including the 4x5 view camera. Prerequisite: VA 222 and permission of instructor. Lab fee required. (Semester varies)

DEPARTMENT OF WRITING, LITERATURE AND PUBLISHING

Professors Painter, Schwartz, and Skoyles; Associate Professors Aaron, Fast, González, Henry, Knott, Koundoura, Perret, Seglin, and Tobin, and Treadway; Assistant Professors Diercks, Donoghue, Emblidge, Mehan, Reiken, Skorczewski, Walters, and Whynott; Writers-in-Residence Flook, Haines, Hoffman, Jurjevics, Livesey, Lombardo, Mazur, McLarin, Mori; Lecturer, Gore.

Mission

The Department of Writing, Literature and Publishing serves Emerson College and the School of the Arts by providing students with writing skills, an appreciation of literature, language study in Spanish and French and knowledge of the publishing industry and the literary marketplace.

The department's goals are intrinsic to the College's mission of preparing students for leadership roles in communication in a global environment. The department trains students to write well and fosters in them a deep critical appreciation for literature of all genres, ages and perspectives. The language program not only offers world language study, but its focus on world cultures helps ensure a global and multicultural perspective across all of the school's programs. An understanding of the publishing industry prepares students for careers in that field as well as providing background knowledge essential for practicing writers.

The Department of Writing, Literature and Publishing is responsible for ensuring that all Emerson students master expository and analytical writing skills which are vital to their academic and human growth. Its faculty trains students in basic writing courses to write well and to read and think critically. The department serves as a resource and a link among the Schools, as writing cuts across the boundaries of all disciplines.

It assures that students interested in a particular genre of creative writing are provided with the opportunity to explore that interest by studying with an expert in the form. It produces students who can write in several genres, who are at home in the literature of their own culture as well as the literature in others, who have a knowledge of the literary marketplace and who appreciate literature in all of its forms.

The faculty of the Department of Writing, Literature and Publishing is committed to the following goals:

- To develop student competency in writing skills.
- To provide all students in the College with instruction in literature in its major forms of poetry, drama, fiction and non-fiction; to teach critical appreciation through reading and writing; and to provide critical and historical perspectives on a variety of works from different cultures and ages.
- To explore the values and possibilities of literature, to enhance the critical skills of students preparing for further study in all fields, and to help student writers develop their creativity.
- To provide students with the skills to unlock the benefits of the emerging technologies and to understand their impact on the arts.
- To develop students' understanding of diverse cultures and the arts deriving from those cultures.
- To ensure that students know their fields in both theory and practice.
- To prepare students for graduate study in literature and writing.
- To encourage students to explore their particular subject through the study of linkages across disciplines.
- To give students instruction that enables them to communicate effectively in Spanish and French. This skill will enhance career opportunities in the various fields of communication and bring personal satisfaction through increased access to other cultures and perspectives.

Programs

The department's curriculum includes course work in writing, literature, language and publishing. Writing courses expose students to a variety of forms, including fiction, poetry, nonfiction, screenwriting, magazine writing and aspects of publishing. Literature courses include a broad range of British, American and world literatures, including such topics as African American literature, Hispanic and Caribbean literatures, and American and International women writers. Language courses include studies in French and Spanish. Courses in publishing prepare students for careers in the world of commercial publishing, and include offerings in magazine design and production, desktop publishing, copyediting, literary editing and book production and design. Faculty in this area includes executives and editors from such organizations as Houghton-Mifflin, Bedford Books, Addison-Wesley, *The Atlantic Monthly, Field and Stream,* and *Boston Magazine.* Internships in a thriving Boston publishing community provide valuable learning experiences in the field.

The programs of the Department of Writing, Literature and Publishing are designed to prepare students for a wide range of professional careers and for personal creative development and fulfillment; they also have pre-professional value for those intending to pursue graduate education. Undergraduate students may pursue the BA or the BFA degrees with a major in WLP. Graduate students may pursue the MFA degree in Creative Writing or the MA degree in Writing and Publishing.

Students majoring in fields outside of the department may choose to minor in writing, in literature, in language or in publishing. They also may pursue a double major or design an independent major involving writing, literature, language or publishing as one of their major subject areas.

BACHELOR OF ARTS IN WRITING, LITERATURE AND PUBLISHING

Students pursuing a Bachelor of Arts degree in writing, literature and publishing must complete 40 credit hours as described. Students must take one 4-credit writing course at the 200-level, and two of the following courses: LI 201 Literary Foundations; LI 202 American Literature; and LI 203 British Literature. (These courses taken to fulfill major requirements will not count toward satisfying the general education requirement.) In addition students must complete a total of 28 credit hours numbered 300 and above, in a combination of LI (literature) and WP (writing or publishing) courses. The 28 credits must include 12 credits in one area (LI or WP) and 16 credits in the other (LI or WP).

BACHELOR OF FINE ARTS IN WRITING, LITERATURE AND PUBLISHING

Students admitted to the Bachelor of Fine Arts program must complete 56 credits in departmental offerings for the degree. Students enrolled in this program must take 8 credits from the following courses: LI 201 Literary Foundations; LI 202 American Literature; and LI 203 British Literature. In addition, students must complete at least 8 credits in creative or magazine writing courses at the 200-level, 8 credits in writing courses numbered 300 or above, 4 credits in creative or magazine writing numbered 400 or above, and 12 credits in literature courses numbered 300 or above. Additionally, each student should choose electives that add an extra dimension to the student's development as a writer (12 credits of Writing, Literature, Language or Publishing courses numbered 200 or above), and complete a 4-credit Senior Creative Thesis (WP 490) to demonstrate accomplishment in the craft of writing.

Minor Programs

All minors require 4 courses (16 credits) of related course work, of which two must be taken at Emerson College. Where applicable, students may apply four credits from the General Education requirements toward a minor.

WRITING MINOR

At least 16 credit hours in a sequence of related writing courses approved by the department. This sequence must include four courses from the following:

WP 211, 212, 216, 217 Introduction to Creative Writing
WP 311, 312, 313, 314, 315, 316 Advanced Creative Writing
WP 405 Seminar Workshop in Poetry
WP 407 Seminar Workshop in Fiction Writing

WP 415 Seminar Workshop in Nonfiction
WP 440 Seminar Workshop in Scriptwriting
WP 416 Topics in Writing

PUBLISHING MINOR

At least 16 credit hours in a sequence of publishing courses that must include four courses from the following:

WP 207 Introduction to Magazine Writing
WP 307 Advanced Magazine Writing
WP 380 Magazine Publishing Overview
WP 383 Book Publishing Overview
WP 395 Desktop Publishing
WP3xx Copyediting
WP 482 Magazine Design and Production
WP 491 Topics in Publishing

LITERATURE MINOR

At least 16 credits in literature courses. No more than one course (4 credits) may be at the 200 level. The remaining 12 credits must be in courses numbered 300 or above. These courses should have a planned coherence; they may focus, for example, on a genre, a tradition or a period.

POETRY MINOR

At least 16 credits, including both literature and writing courses, devoted to poetry. The literature courses must be numbered 300 or above and selected from one of the following:

LI 307 Poetry and Poetics
LI 4xx Modern Poetry and After
LI 413 The Forms of Poetry: Theory and Practice
LI 4xx Topics in Contemporary Poetry

The writing courses must be numbered 200 or above, selected from the following:

WP 212 Introduction to Creative Writing (Poetry)
WP 312 Advanced Creative Writing (Poetry)
WP 405 Seminar Workshop in Poetry

FICTION MINOR

At least 16 credits, including both literature and writing courses, devoted to fiction. The literature courses must be numbered 300 or above; the writing courses must be numbered 200 or above. Selections may be made from, but are not limited to, the following:

LI 313 Novel into Film
LI 323 The American Short Story
LI 393 The Early American Novel
WP 211 Introduction to Creative Writing (Fiction)
WP 311 Advanced Creative Writing (Fiction)
WP 407 Seminar Workshop in Fiction

Writing, Literature and Publishing Class Enrollment Policy

Any student enrolled in a course in the Writing, Literature and Publishing department who does not attend class during the first four class hours — and who has not made prior arrangements with the instructor — may be dropped from the class, and that place may be taken by another student. This action can take place, at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor.

Writing, Literature and Publishing Workshop Policy

An undergraduate may take no more than two writing workshops in one semester, and they must be in different forms.

World Language Courses: French and Spanish

The current General Education World Language requirement is two semesters at the elementary level. Courses in American Sign Language also fulfill the language requirement.

ELEMENTARY LANGUAGE COURSES: FRENCH AND SPANISH

These courses provide the students with the basic structures needed for communication in the target language. They are designed to be interactive, creating the kind of everyday situations which call for the use of a variety of skills. Grammar is presented through example and the emphasis is on both spoken and written practice. Students are engaged in class drills, choral work and intensive small group discussions.

LF 101 Elementary French I | 4 credits

This course stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in French. Class time is devoted to interactive practice. Conversational skills, pronunciation and understanding are verified through regular oral exams.

LF 102 Elementary French II | 4 credits

A continuation of LF 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials.

LS 101 Elementary Spanish I | 4 credits

This class stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in Spanish. Class time is devoted to interactive practice. Conversational skills, pronunciation and understanding are verified through regular oral exams.

LS 102 Elementary Spanish II | 4 credits

A continuation of LS 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials.

INTERMEDIATE LANGUAGE COURSES: FRENCH AND SPANISH

These courses stress equally the four basic language skills. Structural drills as well as in-class discussion on topics relating to the communications field (films, newspapers, publicity, etc.) and regular lab work are used to improve oral proficiency. However, while introductory courses emphasize listening and speaking, a more global approach to language learning becomes necessary here. Reading and writing on different topics constitutes a large portion of the work. Students continue their practice of the target language through choral work and conversation, individual presentations, sketches and improvisations.

LF 201 Intermediate French I | 4 credits

A thorough review of elementary language skills is provided in the initial weeks of this class. Afterward, students are introduced to the more subtle, idiomatic use of French. Selected readings in literature and culture as well as films and/or videos make for active in-class discussion.

LF 202 Intermediate French II | 4 credits

A continuation of LF 201, students practice advanced grammatical structures. At the same time, they subscribe to an actual foreign language newspaper, they are assigned listening exercises from pre-recorded radio emissions, they watch and review films, and they analyze written and broadcast publicity.

LS 201 Intermediate Spanish I | 4 credits

A thorough review of elementary language skills is provided in the initial weeks of this class. Afterward, students are introduced to the more subtle, idiomatic use of Spanish. Selected readings in literature and culture as well as films and/or videos make for active in-class discussion.

LS 202 Intermediate Spanish II | 4 credits

A continuation of LS 201, students practice advanced grammatical structures. At the same time, they subscribe to an actual foreign language newspaper, they are assigned listening exercises from pre-recorded radio emissions, they watch and review films, and they analyze written and broadcast publicity.

Literature Courses

LI 201 Literary Foundations | 4 credits

A survey of some foundational works of Western literature in poetry, nonfiction, fiction and drama, designed to familiarize students with literary history as well as the history of our notions of the afterlife, love, duty, virtue and vice. Authors studied may include Homer, Sophocles, Plato, Virgil, Ovid, Dante, Boccaccio, and Chaucer. Prerequisite: WP 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 202 American Literature | 4 credits

An introduction to representative works of American literature in several genres from the colonial period to the modern by writers such as Bradstreet, Franklin, Hawthorne, Thoreau, Douglass, Melville, Dickinson, Whitman, Chopin, Twain, Crane, Hurston, Faulkner, Williams, and Moore. Prerequisite: WP 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 203 British Literature | 4 credits
An historical overview and introduction to several genres of British Literature from the Renaissance to the 20th Century, focusing on writers such as More, Spenser, Milton, Defoe, Bronte, Eliot, Joyce, and Beckett. Prerequisite: WP 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 204 Topics in Literature | 4 credits
All courses taught under this heading include the study of literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). These courses focus on specific themes or topics, which might include, for example, literature of the city, artists in literature or coming of age. Fulfills the Literary Perspective of the General Education requirements.

LI 208 U.S. Multicultural Literatures | 4 credits
This course is an introduction to some of the poetry, fiction and other genres produced in the multicultural U.S.A. Focusing on four major American literatures we will examine the ways that writers from disparate communities have used various literary forms to articulate resistance, community and citizenship. We will situate these literary texts in their historical contexts in order to better understand the writing strategies of each author. We will broaden our understanding of literature to include essays, journalism, and films, so that we can learn how diverse cultural texts work to represent America. Fulfills the Literary Perspective of the General Education requirements. and U.S. Diversity requirement.

LI 210 American Women Writers | 4 credits
Fiction, poetry, and other genres by 19th- and 20th-century American women such as Harriet Jacobs, Emily Dickinson, Kate Chopin, Maxine Hong Kingston, Eudora Welty, Adrienne Rich, and Toni Morrison. Fulfills the Literary Perspective of the General Education requirements. and U.S. Diversity requirement.

Prerequisites for Upper-level LI Courses
For 300-level LI courses: at least one LI course numbered below 300. For WLP majors this must include at least one of the following: LI 201, LI 202, LI 203.
For 400-level LI courses: for all students, Junior or Senior standing and completion of at least one LI course numbered below 300, and at least one 300-level LI course. WLP majors must also have completed two of the following: LI 201, LI 202, LI 203.

LI 302 The Contemporary British Novel | 4 credits
Studies in the works of such British novelists as Doris Lessing, Evelyn Waugh, Graham Greene, Iris Murdoch, William Golding, Anthony Burgess, John Fowles, Lawrence Durrell, Muriel Spark, and Anthony West. (Semester varies) (Formerly offered as LI 402.)

LI 303 The Art of Nonfiction | 4 credit
Students study the scope of literary nonfiction, reading a broad range of nonfiction works, pres-

ent and past, paying particular attention to the craft within the non-fiction work but identifying relationships and similarities that literary non-fiction has with the novel and short story. The class will read from such diverse forms as historical narrative, adventure travel and survival, memoir and the creative non-fiction essay, the true crime nonfiction novel, and other forms of fact writing artfully constructed.

LI 305 Modern Poetry and After | 4 credit
Students study modern and postmodern traditions of poetry by exploring the works of such 20th-century poets as T.S. Eliot, Wallace Stevens, W.H. Auden, Marianne Moore, Robert Lowell, Elizabeth Bishop, Sylvia Plath, Philip Larkin, Adrienne Rich, John Ashbery and, in translation, Pablo Neruda, R.M. Rilke, Zbigniew Herbert, Shiraishi Kazuk and Marina Tsvetaeva. (Fall semester)

LI 306 Literatures of Continental Europe | 4 credit
A survey of masterpieces of European literature from the Middle Ages to the dawning of the 20th Century. This course may include such areas as the medieval romance and the epic, the Renaissance humanism of Rabelais and Montaigne, the Spanish Golden Age, Cervantes and Calderon de Barca and Sor Juana Innes de la Cruz, 17th Century classicism in Racine, Moliere and Madame de Lafayette, Enlightenment literature, romanticism, realism and symbolism in the continental poetry and fiction of the 19 Century, the dramas of Chekov and Strindberg, la belle époque and the early existentialism of Unamuno. (Semester varies)

LI 307 Poetry and Poetics | 4 credits
Through reading and discussing a variety of poems from different historical periods, students will learn about the technical aspects of poetry (such as meter, rhyme, and structure) and how poets use these techniques to create meanings and effects. It therefore aims to give students a critical vocabulary for reading and practicing poetry. This is a course for people who want to increase their understanding of, pleasure in, and ability to discuss and write about poetry by learning the essentials of the poet's art. (Semester varies)

LI 313 Novel into Film | 4 credits
A study of the adaptation of novels into films, with the aim of understanding the narrative conventions that govern each medium. Texts include the works of such writers as Kesey, Burgess, Kundera, Walker, Nabokov and Puig; films include the work of directors such as Kubrick, Forman, Spielberg, and Babenco. (Fall semester)

LI 322 The Contemporary American Novel | 4 credits
A course exploring the form and technique, as well as the innovative approaches to theme and subject matter, of American novels written since 1950 by such writers as Roth, Momaday, Morrison, Gaines, Tyler, Silko, Phillips, Stone, O'Brien, and Walker. (Spring semester)

LI 323 The American Short Story | 4 credits
A course designed to acquaint students with the changing thematic and stylistic concerns of the American short story (including works by Sherwood Anderson, Ernest Hemingway, Eudora Welty, Richard Yates, Flannery O'Connor, and others) and to develop critical writing and reading skills. (Semester varies)

LI 339 The Early British Novel | 4 credits
A study of selected 18th- and 19th-century British novels by writers such as Fielding, Richardson, Austen, the Brontes, Dickens, Eliot, and Hardy. (Fall semester)

LI 340 The Modern British Novel | 4 credits
A study of selected novels written between 1900 and 1960 by writers such as Woolf, Lawrence, Joyce, Forster, Lessing, Spark, Murdoch, and others. (Spring semester)

LI 361 Native American Literature | 4 credits
A study of works in several genres, including consideration of how traditional myth, story and ritual contribute to contemporary fiction and poetry, and how the literature reflects and responds to historical and contemporary conditions. Readings include works by such authors as Leslie Marmon Silko, N. Scott Momaday, Simon J. Ortiz, Joy Harjo, and Louise Erdrich. Fulfills the General Education U.S. Diversity requirement. (Spring semester).

LI 371 Shakespearean Tragedy | 4 credits
A careful examination of selected tragedies from *Romeo and Juliet* to *Antony and Cleopatra*, emphasizing the development of tragic form. A writing intensive course requiring two short papers and one long research paper. (Fall semester)

LI 372 Shakespearean Comedy | 4 credits
A detailed study of selected comedies from *A Midsummer Night's Dream* to *The Winter's Tale*, emphasizing Shakespeare's development of comic form. A writing intensive course requiring two short papers and one long research paper. (Spring semester)

LI 381 Global Literature | 4 credits
A survey of contemporary world literature written in English by writers from such places as India, Africa, the Caribbean, Australia, Canada, New Zealand, Pakistan, Sri Lanka. Fulfills the General Education Global Diversity requirement. (Fall semester)

LI 382 African-American Literature | 4 credits
A survey of African-American literature from Olaudah Equiano through Toni Morrison. This course will study African-American literature as part of the field of diaspora studies. Readings will encompass prose, poetry and drama, as we examine the connections between African-American and Caribbean-American literatures, conceived as literatures of the African diaspora. Fulfills the General Education U.S. Diversity requirement. (Fall semester)

LI 385 American Drama | 4 credits
The development of American drama in the 20th-century from O'Neill, Williams and Miller to such contemporary writers as Shepard, Mamet, Rabe, and Henley. (Semester varies)

LI 393 The Early American Novel | 4 credits
A study of representative American novels written before the 20th-century, including works by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, Chopin, and James. (Fall semester)

LI 394 The Modern American Novel | 4 credits
A study of representative Modern American novels from 1900 to 1950, including such authors as Wharton, Cather, Hemingway, Welty, Faulkner, Steinbeck, and Ellison. (Spring semester)

LI 396 International Women Writers | 4 credits
An exploration of the work of some contemporary international women writers, in its social and political context. Readings include works by such writers as Nadine Gordimer, Jamaica Kincaid, Michelle Cliff, Mawal El Saadawi, Bessie Head, Luisa Valenzuela and others. Fulfills the General Education Global Diversity requirement. (Spring semester)

LI 411 Topics in European Literature | 4 credits
This course number will designate special offerings in British Literature that take advantage of the special interests and expertise of faculty, for example the Romantic Age, Russian Short Fiction, Absurd and Avant-Garde Theater, and the Nineteenth-Century European Novel. May be repeated for credit if topics differ. (Semester varies)

LI 401xx Topics in Contemporary Poetry
A class of special offerings in which students study prominent and emerging poets and schools of contemporary poetry with an emphasis on exploring the intersection between individual technique and aesthetic traditions, from the formal to the avant garde to culturally and politically conscious expressions of the art. The class will be principally concerned with poets writing in the English language, though important figures from other language traditions may be read in translation. (Semester varies)

LI 413 The Forms of Poetry: Theory and Practice | 4 credits
Students will study the forms of poetry as used by historical and contemporary poets, and then write original poems in those forms (such as sonnet, villanelle, haiku, sestina, renga, syllabic), and genre forms (such as Surrealist poem, Expressionist poem, Anti-poem, Open Field poem, Language poem). (Spring semester)

LI 421 Topics in American Literature | 4 credits
This course number designates special offerings that may concentrate on the study of particular authors, genres, or themes, or on topics related to the special interests and expertise of the faculty. May be repeated for credit if topics differ. (Semester varies)

LI 423 Topics in Global Literature | 4 credits
This course number will designate special offerings in Global Literature that take advantage of the special interests and expertise of faculty, for example South Asian Fiction, Latin American Short Fiction, Cuban Cinema and Literature, Magical Realism and Hispanic Caribbean. Fulfills the General Education Global Diversity requirement. May be repeated for credit if topics differ. (Semester varies)

LI 436 Cultural Criticism | 4 credits
A survey of the dominant theoretical approaches to the study of culture. The course traces the main arguments found in them and helps students develop a sense of what it means to be a producer and a consumer of culture today. (Fall semester)

LI 481 Topics in African-American Literature | 4 credits
Studies in the traditions of African-American literature, such as the Harlem Renaissance, Depression poets and novelists, or neo-slave narratives. Possible courses may focus on Literature of the City (Wright, Petry, Baraka, Himes, Naylor, Deavere Smith and others), Political Plays of the Sixties, The Blues as Poetry, Spirituals and Jazz as Literature. Fulfills the General Education U.S. Multiculturalism requirement. May be repeated for credit if topics differ. (Spring semester)

LI 487 Topics in Non-fiction | 4 credits
Special offerings in autobiography, biography, travel writing, nature writing and other belletristic work from various periods. (Semester varies)

LI 498 Directed Study | 2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: Senior standing, completion of a course offered on the subject or equivalent. Directed Studies or Projects may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. A student may not count more than 12 credits of any combination of directed study, directed project and internship courses toward the total graduation requirements.

Writing and Publishing Courses

Writing courses that satisfy the General Education Writing requirements are listed in the General Education section of this Catalogue.
Prerequisite for all WP 200-level courses: completion of WP 101 or HS 101.

WP 101 Expository Writing | 4 credits
A course introducing students to the process, purposes, and strategies of persuasive and explanatory writing. Students read and discuss works by both professional and student writers and explore techniques of argument and persuasion in writing a series of 5-6 essays. The course stresses revision, relies on frequent workshops of student writing, and aims finally to sharpen the student's ability to use evidence in a reasonable, convincing way.

WP 121 Research Writing | 4 credits
A group of writing seminars designed to build on knowledge and skills acquired in WP 101. Each seminar focuses on a central subject such as Myths of the Hero, Images of Good and Evil, Travel and Exploration, and The Individual and Society. Readings include works of fiction and analysis from a variety of theoretical perspectives (psychology, sociology, literature and cultural criticism). Writing assignments help students extend their writing skills to such intellectually challenging tasks as analyzing texts, evaluating theories, and using concepts to explore problems. Each student will write approximately 40 pages of prose, including short essays, revisions and an extended essay

investigating a problem in the student's major field of interest. Prerequisite: WP 101 .

WP 207 Introduction to Magazine Writing | 4 credits
An introduction to writing for commercial markets. Students will develop, research and write nonfiction articles and learn where to market them. This course may be repeated once for credit.

WP 211-216 Introduction to Creative Writing I | 4 credits
These courses focus on the basic vocabulary, techniques, and traditions in the chosen genre. All courses will include the discussion of published work. Students will practice their writing craft through exercises and other assignments, many of which will be shared with the class in an introductory workshop setting. These courses may be repeated once for credit.

WP 211 Introduction to Creative Writing: Fiction
WP 212 Introduction to Creative Writing: Poetry
WP 216 Introduction to Creative Writing: Nonfiction

WP 217 Introduction to Creative Writing: Mixed Genres | 4 credits
An introductory course in creative writing, designed to teach techniques, conventions, and vocabulary of two literary genres, and to give students practice in writing in these genres. All sections of WP 217 cover two of the following: fiction, poetry, dramatic writing and nonfiction. Students explore the process of writing and the fundamentals of the two genres through reading, discussion, and writing. In class, students practice writing and discuss both their own essays and texts by published writers. Genres vary from section to section.

WP 307 Advanced Magazine Writing | 4 credits
A course designed to give students the opportunity to research and write a magazine feature or article. The techniques used are designed to help improve both writing and critical thinking. Students will learn terms, concepts, and techniques that should help improve their writing. Prerequisite: completion of WP 207. This course may be repeated once for credit.

WP 310 Publication Practicum | 1 non-tuition credit
The student works on one of Emerson's literary publications. May be repeated four terms for credit.

WP 311-316 Advanced Creative Writing | 4 credits
Original essays, poems, plays, and short stories are written and presented in class for criticism and discussion. Students will also read and discuss published work in the genre. Prerequisite: See below. These courses may be repeated once for credit.

WP 311 Advanced Creative Writing: Fiction (prerequisite: WP211 or WP217)
WP 312 Advanced Creative Writing: Poetry (prerequisite: WP212 or WP217)
WP 313 Advanced Creative Writing: Drama (prerequisite: WP211 or WP217)
WP 314 Advanced Creative Writing: Children's (prerequisite: WP211 or WP217)
WP 315 Advanced Creative Writing: Comedy (prerequisite: WP211 or WP217)
WP 316 Advanced Creative Writing: Nonfiction (prerequisite: WP 216)

WP 380 Magazine Publishing Overview | 4 credits
A course designed to give students an understanding of the magazine field from the perspective of writers and editors. The course will look at the similarities and differences between general interest magazines and more focused magazines, and how magazines compete with each other and with other media for audiences and revenues. Topics such as how magazines carve out niches and the relationship between the business and editorial departments will be discussed. Editorial operations of magazines, focusing on such topics as editorial mix and magazine geography will be examined. The course will also look at the history of the magazine industry. Junior or senior standing required.

WP 383 Book Publishing Overview | 4 credits
The course examines the acquisition and editing of the manuscript, its progress into design and production, and the final strategies of promotion and distribution of a finished book. Prerequisite: Junior or senior standing.

WP 302 Copyediting | 4 credits
A practical course that covers the process of editing and preparing manuscripts for publication. Together with hands-on assignments, the course considers the relation of editor to author, the nature of copyediting in various publishing environments, and other topics. (Fall semester)

WP 395 Introduction to Desktop Publishing | 4 credits
Introduction to graphic design software for publishing and the basics of design and illustration.This course covers QuarkXpress, the publishing software used by a majority of professionals in the industry. Through assigned exercises and a final project, students learn the ins and outs of the software. In addition, the course reviews related design, illustration, and image-editing software; image sourcing and acquisition, including scanning; and the predecessors to computer-based graphic design, typography, and production. This course assumes the student has basic Macintosh skills.

WP 405 Seminar Workshop in Poetry | 4 credits
For students already seriously engaged in writing poetry. In-class discussion of original poems. As the course pays special attention to getting published, students are encouraged to send their work out to magazines. This course may be repeated once with the instructor's permission. Prerequisite: Junior or senior standing and completion of a 300-level writing course in poetry. (Fall semester)

WP 407 Seminar Workshop in Fiction Writing | 4 credits
Extensive fiction writing, short stories and/or novels coupled with in-class reading for criticism and suggestions. This course may be repeated once with the instructor's permission.

WP 415 Seminar Workshop in Nonfiction | 4 credits
An advanced writing workshop in various nonfiction forms, such as memoir, travel writing, literary journalism, or other narrative nonfiction writing. Students will already have completed at least one nonfiction workshop, have a project in development, and be capable of discussing such techniques as characterization, point of view, and narrative structure as they appear in lit-

erary nonfiction forms. Prerequisite: junior or senior standing and completion of a 300-level writing course in non-fiction. Prerequisite: Junior or senior standing and completion of a 300-level writing course in fiction.

WP 440 Screenwriting Workshop | 4 credits
Primarily focused on works-in-progress, this course also includes study/discussion of scripts produced for film and television, as well as exercises in different kinds of dramatic structure and dialogue. Goal: the completion of a first-draft, full-length script for film or TV, or revision/polish of a work-in-progress. Prerequisite: WP 439 or MA 320 or permission of instructor. This course may be repeated once for credit. (This course may count toward the Media Arts major or toward the WLP major.) (Spring semester)

WP 482 Magazine Design and Production | 4 credits
This course covers magazine design fundamentals; typography; image research and assignment; prepress and manufacturing; and traditional and computer-based tools and equipment. Each student produces a sample magazine through a workshop process of presentations and revisions. This is not a computer lab course. Prerequisite: WP 380, WP395 (may be taken concurrently) or the equivalent or permission of the instructor. (Fall semester)

WP 490 Senior Creative Thesis (All Genres) | 4 credits
Required of all BFA majors: During the final semester of his/her senior year, each student produces an extended literary work—several short stories, a group of poems, a short novel, a nonfiction narrative, a piece of investigative journalism, a play or a filmscript. Each student works independently, but consults regularly with an adviser to evaluate and revise portions of the work-in-progress. The final manuscript measures and represents the student's abilities and his/her commitment to a serious creative endeavor.

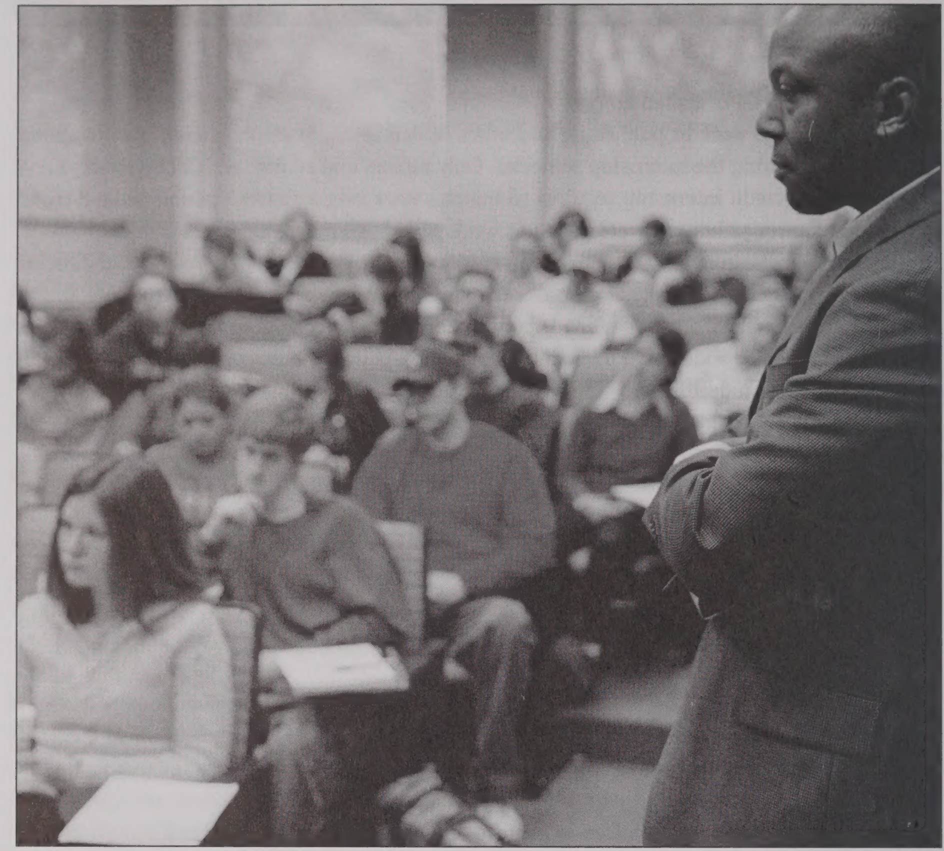
WP 491 Topics in Publishing | 4 credits
Special offerings in Electronic Publishing, Book Reviewing, and Copyediting, among others. May be repeated for credit if topics differ. Prerequisite: WP 380 or WP 383.

WP 416 Topics in Writing
Special offerings in various genres of writing like Comedy Writing, Travel Writing, Experimental Fiction, among others. May be repeated for credit if topics differ. Prerequisite: A 300 level workshop in the genre being offered. (Semester varies

WP 498 Directed Study | 2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: Senior standing, completion of a course offered on the subject or equivalent. Directed Studies may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. A student may not count more than 12 credits of any combination of directed study, directed project and internship courses toward the total graduation requirements.

WP 499 Internship | 4 or 8 credits

Internships involve work in publishing and other related areas. Students should plan to attend class meetings during the internship semester. Only juniors and seniors with a current 2.7 GPA are eligible. A 4-credit internship requires 16 hours a week over a 12 week period and a 8-credit internship requires 32 hours a week over a 12 week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, prior to taking the internship. This course cannot be added after the regular registration period. Please consult the academic calendar for registration deadlines.



SCHOOL OF COMMUNICATION

Dean Stuart J. Sigman

The School of Communication is committed to furthering Emerson College's tradition of leadership and excellence within all its programs of study. Our programs are designed to prepare students with the practical and theoretical knowledge necessary for their chosen communication careers. Communication is considered the primary vehicle for individual expression and for participation in the life of one's culture and society. It is through communication that organizations structure and accomplish their work, interpersonal relationships are formed (or dissolved), products are positioned in the marketplace, and economic transactions occur political coalitions are created, and the public is informed about local and world events and health initiatives. The School's programs offer students an opportunity to understand these functions broadly and to select a particular specialization.

The School is home to four academic departments, offering degree programs in marketing communication (advertising and public relations), communication sciences and disorders, political communication, and journalism. The four departments also provide courses in the humanities, sciences and social sciences in fulfillment of the General Education requirements.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Professors Amato, Aram, Kempler (Chair), and Maxwell; Associate Professors Bartlett, Montepare, Satake, and Wilkinson; Assistant Professors Bajaj, Hankin, Milner, Rosenthal.

Mission

The Department of Communication Sciences and Disorders is committed to leadership and excellence in its education of Emerson students. The Department encompasses the baccalaureate, master's and doctoral degree programs in Communication Sciences and Disorders as well as area studies in the academic disciplines of Mathematics, Science, Psychology, and American Sign Language. Education in all these disciplines is designed to emphasize logical thinking, rational inquiry, ethical behavior, and the application of relevant technologies in the context of the highest standards of academic integrity. The Department is dedicated to fostering among its students appreciation of and respect for the diversity of human cultures along with the relevance of this diversity to the Department's fields of study.

The faculty of the Department of Communication Sciences and Disorders is committed to the following goals:

- To provide students with those courses that meet the needs of study in the basic communication processes, science, mathematics, and psychology

- To provide scientific orientation to the study of communication, to engage students in logical thinking and rational inquiry in their areas of study within a framework of ethical decision making and respect for human diversity.

Programs

The purpose of the undergraduate degree program in Communication Sciences and Disorders is to provide students with intensive academic preparation in the basic human communication processes. This preparation includes courses related to normal aspects of speech, language and hearing, the anatomical structures and scientific bases of speech production, American Sign Language, and instruction in scientific principles and the variety of disorders of speech, language, and hearing. In addition, students will be guided to take appropriate courses in math and the sciences, including behavioral and social sciences, which satisfy both the general education requirements of the College and the American Speech-Language-Hearing Association's standards. The undergraduate degree program is designed to prepare students for eventual graduate study in speech-language pathology, audiology, or related areas, to prepare them for paraprofessional employment, or to help students make decisions concerning future graduate study in this and related fields.

Students who may be interested in combining their interest in health science with a career in communications may be interested in pursuing either the BS/MA in CSD/Health Communication (see Combined Bachelor's Master's Program in Communication Sciences & Disorders/ Health Communication following) or by completing a minor in Political Communication, Marketing Communication: Advertising and Public Relations or Management Communication (see Minor Programs listings in the Departments of Journalism, Marketing Communication, and Organization and Political Communication.).

The faculty of the undergraduate degree program in Communication Sciences and Disorders is committed to the following goals:

- To provide scientific orientation to the study of communication.
- To provide students with introductory information on disorders of speech, language, and hearing that can be used as a background for graduate study in speech-language pathology or audiology.
- To provide students with the opportunity to complete observations of speech, language, and hearing service activity, and to obtain the documented hours of observation required by the American Speech-Language-Hearing Association.
- To provide clinical opportunities for students through the Field Experience option as interns in clinical settings which enable them to begin acquiring basic clinical skills related to their level of academic preparation and pre-professional training.

Undergraduate students majoring in Communication Sciences and Disorders become candidates for the Bachelor of Science degree. Transfer students entering Emerson later than the first semester of the junior year should expect to enroll for at least an additional term to meet degree requirements.

The Department of Communication Sciences and Disorders operates the Robbins Speech, Language and Hearing Center. Since 1953, the Robbins Center has provided evaluation and treatment for children and adults with communication problems, as well as education programs for family members and caregivers. A number of programs are run through the Robbins Center, including the Thayer Lindsley Family-Centered Program for deaf and/or hard of hearing young children, the Program for Acquired Communication Disorders, and the Program for Developmental Communication Disorders. Other programs affiliated with the Robbins Center include the Children's Hospital Group Language Therapy Program, the New England Fluency Program, and the Oral Sensory Motor Group for children with feeding and swallowing disorders.

Students in the undergraduate degree program participate in service learning placements in urban preschool programs and complete observational experiences within the Department as part of the required course work for individual courses. Volunteer experiences in our clinical program are often available to our undergraduate students. Upper-level students may choose to participate in a Field Experience designed to match their clinical or research interests. This elective provides students the opportunity to interact directly with communicatively impaired people. The experience also allows students to learn about the types of services provided in various agencies through contact with speech-language pathologists, audiologists or other professionals working in the field.

Educator Preparation and Licensure

Please see the Educator Preparation and Licensure Programs section of this Catalogue.

Combined Bachelor's/Master's Program in Communication Sciences and Disorders/ Health Communication

Undergraduate students majoring in Communication Sciences and Disorders who wish to pursue a career in Health Communication may apply to Emerson's master's degree program in Health Communication. Application to the five-year BS-MA degree must be made no later than the end of the first semester of the student's junior year. Interested students should talk to their advisor early in the junior year to consider possible schedule adjustments to best accommodate taking Health Communication classes during the senior year. Minimum application requirements include an overall grade point average of 3.5, favorable evaluation by Health Communication faculty member during an interview, three letters of recommendation, and scores on the Scholastic Aptitude Test. Accepted students would begin taking graduate courses in Health Communication in their senior year, during which time they would complete 3-4 courses from the graduate Health Communication program. Course selection will be accomplished through careful advising with faculty in Communication Sciences and Disorders and Health Communication. Students who complete these courses with a grade of B- or better will have their master's program reduced by 12-16 credits. Once the bachelor's degree requirements have been completed, students must meet the College's standards for retention in the graduate program. For a complete description, see the Graduate Catalogue under Standards of Work.

DEGREE REQUIREMENTS FOR BACHELOR OF SCIENCE

The major in Communication Sciences and Disorders is 40 credit hours and consists of:

CD 162 American Sign Language I
CD 193 Introduction to Communication Disorders
CD 233 Phonetics

CD 234 Anatomy and Physiology of the Speech and Hearing Mechanisms
CD 301 Language Acquisition
CD 312 Survey of Speech Disorders
CD 313 Survey of Language Disorders
CD 403 Speech Science and Instrumentation
CD 467 Principles and Procedures in Audiology
CD 468 Methods in Aural Rehabilitation

Students majoring in CSD are advised to take the following courses to fulfill their General Education requirements and/or satisfy the academic requirements for their future certification by the American Speech-Language-Hearing Association:

MT 207, Statistics;
PS 333, Developmental Psychology;
CD 153, Images of the Disabled;
One Biological Science course; (see course descriptions)
One Physical Science course (see course descriptions)

Sequence of Courses for the Undergraduate CSD Major

Freshman Year	Credits
CD 162 American Sign Language I	4
(CD 162 can be taken any year)	
CD 193 Introduction to Communication Disorders	4
Sophomore Year	
CD 233 Phonetics	4
CD 234 Anatomy and Physiology of the Speech and Hearing Mechanisms	4
CD 301 Language Acquisition	4
Junior Year	
CD 312 Survey of Speech Disorders	4
CD 313 Survey of Language Disorders	4
Senior Year	
CD 403 Speech Science and Instrumentation	4
CD 467 Principles and Procedures in Audiology	4
CD 468 Aural Rehabilitation	4
Total Hours	40

Minor Programs

Students wanting a minor in the disciplines housed in the Department of Communication Sciences and Disorders have the four options described below. Up to 8 credits may apply to both the General Education requirements and these minors.

HEARING AND DEAFNESS MINOR

CD 162 American Sign Language I
CD 208 American Sign Language II

CD 467 Principles and Procedures in Audiology
CD 468 Methods in Aural Rehabilitation

BRAIN AND LANGUAGE MINOR

SC 270 The Brain and Human Behavior
CD 162 American Sign Language I (or ASL II, with permission of instructor)
CD 301 Language Acquisition
CD 313 Survey of Language Disorders

Other combinations of four Communication Disorders courses may also constitute a minor with departmental approval.

PSYCHOLOGY MINOR

Students wanting a minor in psychology will take a sequence of four courses in psychology, three of which must be taken at Emerson.

SCIENCE MINOR

Students wanting to minor in science will take a minimum of four courses, three of which must be taken at Emerson. All minors must include courses in at least two of the following areas:

Area I: Human Biology

SC 202 The Human Body
SC 203 Nutrition and Human Health
SC 270 The Brain and Human Behavior

Area II: Physical Sciences

SC 206 Weather and Global Climate Change
SC 208 Earth Science and Natural Disasters
SC 231 Physics for the Media

Area III: Multidisciplinary Courses

SC 205 Environment and Humankind
SC 204 The Origin and Evolution of Life
SC 280 Science and Society
SC 302 Marine Biology
SC 305 Ecology and Global Environmental Change

Communication Sciences and Disorders Courses

CD 153 Images of the Disabled | 4 credits

A study of how the disabled are portrayed in film, theatre, and literature in contrast with the realities of society. This course examines the issue of disability as a culture and, as such, fulfills the General Education Multicultural Perspectives/U.S. Multiculturalism requirement. (Fall semester)

CD 162 American Sign Language I | 4 credits

This course concentrates on an introduction to American Sign Language and American deaf culture. Students are introduced to commonly used signs and basic rules of grammar. The course also explores information related to the deaf community, interaction between deaf and hearing people, and deaf education. Fulfills the General Education World Languages requirement.

CD 193 Introduction to Communication Disorders | 4 credits
Students are introduced to the variety of communication disorders seen in children and adults. The roles of professional speech-language pathologists and audiologists are explored through presentations by guest speakers who describe their various work experiences in the field. Through viewing of videotaped diagnostic and treatment sessions, students begin to become familiar with clinical terminology and procedures. (Fall semester)

CD 208 American Sign Language II | 4 credits
This course continues to expand on receptive and expressive skills in ASL with a concentration in developing use of classifiers and the role of spatial relationships. Prerequisites: American Sign Language (level I or equivalent); permission of instructor required. Fulfills the General Education Multicultural Perspectives/World Languages requirement.

CD 233 Phonetics | 4 credits
Students study clinical phonetics including an overview of linguistic phonetics, speech production, and acoustic phonetics. Students learn the discrimination skills needed to analyze and transcribe speech sounds (vowels, diphthongs, and consonants) using the International Phonetic Alphabet (IPA). The relevance of course content to clinical and other applications is discussed as students learn the use of IPA to describe the speech of individuals with communicative impairments and different social dialects and accents. (Fall semester)

CD 234 Anatomy and the Physiology of the Speech and Hearing Mechanisms | 4 credits
Students study the structure of the biological systems that underlie speech, language, and hearing with an emphasis on the processes and neural control of respiration, phonation, resonance, and articulation. Clinical disorders are used to elucidate dysfunction of these normal processes as substrates for human communication. (Spring semester)

CD 301 Language Acquisition | 4 credits
Students explore the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. The course includes discussion of the development of speech and language skills throughout the life span, from birth to adulthood. This course includes a required service learning component involving weekly participation in an area preschool program throughout the semester. (Spring semester)

CD 309 American Sign Language III | 4 credits
This course is a continuation of American Sign Language II. Students will continue to expand different grammatical features of time signs and some different forms of inflecting verbs. In addition, students will continue to develop conversational strategies in asking for clarification, agreeing, disagreeing, and hedging. Prerequisites: American Sign Language I and II. (Fall semester)

CD 312 Survey of Speech Disorders | 4 credits
This course provides students with a basic understanding of human communication in areas of phonology, fluency, and voice. Issues related to assessment and intervention are addressed primarily through lecture, audio-visual presentations, case studies and class discussion. In

addition, students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American Speech-Language-Hearing Association. Students are required to abstract and integrate information from clinical observations into thoughtful, well-written clinical observation reports. Prerequisite: Anatomy and Physiology of the Speech, and Hearing Mechanisms. (Fall semester))

CD 313 Survey of Language Disorders | 4 credits
This course provides students with a basic understanding of disorders of human communication associated with developmental and acquired language disorders in both children and adults. Issues related to assessment and intervention are addressed primarily through lecture, audio-visual presentations, case studies, class discussion, and observation of diagnostic and therapy sessions. Prerequisite: Language Acquisition. This is a writing intensive course in which students will write a major term paper with revisions and learn to use the APA writing conventions. (Spring semester)

CD 403 Speech Science and Instrumentation | 4 credits
This course is designed to present core concepts and terminology relating to speech processes and to examine the status of current research in select areas. Accordingly, course content includes examination of physiological, acoustic, and perceptual processes involved in speech production and perception. Material relating to instrumentation in speech science is covered, and students get exposure to laboratory instrumentation for displaying and analyzing speech signals. Prerequisites: Phonetics; Anatomy and Physiology of the Speech and Hearing Mechanisms. (Spring semester)

CD 467 Principles and Procedures in Audiology | 4 credits
Students learn detailed anatomy of the ear with an overview of the physics of sound and current medical and audiologic management of hearing loss. The course covers pure tone and speech audiometry, site-of-lesion testing, and audiogram interpretation. (Fall semester)

CD 468 Methods in Aural Rehabilitation | 4 credits
This course examines theories underlying habilitation and rehabilitation procedures for deaf and hard-of-hearing children and adults. The course covers the effects of hearing loss on an individual and family, education of children with hearing loss, use of sensory aids, and design of aural rehabilitation programs for various populations. Prerequisite: Principles and Procedures in Audiology. (Spring semester)

CD 498 Directed Study in Communication Disorders | 2-4 credits
Individual study in communication disorders. An honors section of this course is open to students with appropriate academic credentials and permission of advisor. Permission of instructor and School Dean.

CD 499 Field Experience in Speech, Language and Hearing | 2-4 credits
Students spend four to eight hours per week as an intern in a setting where there is ongoing clinical or research activity involving children or adults with speech, language, or hearing problems. Students observe professional activities and engage directly with professional staff, fam-

ilies and clients/patients. Specific student responsibilities vary according to guidelines set by the field experience supervisor. Students write a final paper that integrates a particular aspect of their field experience with the research in that area. Open to seniors with a minimum GPA of 3.0 and permission of the Field Experience Coordinator.

Mathematics Courses

All of the following mathematics courses fulfill the General Education Qualitative Reasoning requirement.

MT 102 College Mathematics | 4 credits

This course provides students with a thorough study of college-level mathematics concepts and principles. The course starts with a brief review of algebra, followed by study of set theory, number theory, probability, logic, and theory of interest. (Fall semester)

MT 106 Business Mathematics | 4 credits

Students undergo a thorough study of mathematical methods in business and management. A brief review of basic algebra is followed by topics such as functions and graphs; mathematics and monetary matters (interest, discount, present value, annuities, amortization); investments and elementary linear programming. (Semester varies)

MT 207 Statistics | 4 credits

This course provides an introduction to statistics with application to communication, social and behavioral sciences. Topics include the nature of statistical methods, descriptive statistics, probability distribution and the normal curve, correlation, hypothesis testing, and basic parametric and nonparametric tests.

Psychology Courses

All of the following psychology courses except PS405 and PS498 fulfill the General Education Social and Psychological Perspective requirement.

PS 101 Introductory Psychology | 4 credits

This is an overview course that engages students in the methods of the science and the basic processes of human behavior. Topics may include the nervous system, sensation and perception, attention and consciousness, learning, memory and thinking, motivation and personality, emotional expression and language use, social perception, social interaction, and abnormal behavior. (Semester varies)

PS 230 Psychology of Gender, Race and Ethnicity | 4 credits

We live in a country of diverse social groups. This course explores attitudes towards men and women from different racial and ethnic groups from a social-psychological perspective. To this end, it will explore three components of attitudes (stereotypes —social perceptions, prejudice —affective reactions, discrimination—behavioral actions) and how social, cognitive, and emotional factors contribute to these components. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

PS 301 Psychology of Personal Growth and Adjustment | 4 credits

The course examines means and methods of adaptation to life, with a focus on psychological development across the life cycle. This is an applied psychology course with a heavy emphasis on self-reflection and the means of effective functioning. Topics may include stress, adaptive and maladaptive coping, identity and the self, as well as specific lifestyle issues such as relationships, health, values, working, aging, gender, and sexuality. (Spring semester)

PS 302 Person Perception and Nonverbal Communication | 4 credits
This course examines the role of physical and expressive qualities of people's faces, voices, and bodies in the processing of emotion, impression formation, self-presentation, and intergroup interaction. Emphasis is placed on the application of social-psychological research methods to explore underlying mechanisms and individual differences. (Fall semester)

PS 303 Organizational Behavior | 4 credits
This course engages students in the methods of psychology as it has been applied to understanding human behavior in organizations. Students explore issues related to working behavior in traditional businesses and are encouraged to apply information to a variety of organizational settings. Topics may include employee selection and training, performance appraisal, leadership, group behavior, organizational culture, motivation, job satisfaction, working conditions, stress, organizational structure and communication. (Spring semester)

PS 304 Sensation, Perception and Visual Media | 4 credits
An analysis of human sensory and perceptual processes relating to the visual medium. Topics in primary visual perception will include stereoscopic vision, color vision, and perception of form and orientation. Topics in higher-level visuospatial processing will cover object and motion perception, spatial reference frames, and visual imagery. These processes will be described from the standpoints of cognitive neuropsychology, neuroanatomy and physiology. Applications will be made to visual design in communication, media and the arts. The course will include practical visual experiments relevant to graphic design, advertising and motion picture production. (Semester varies)

PS 305 Cognitive Psychology | 4 credits
An analysis of human cognition, including topics such as attention, pattern recognition, memory, language, decision-making, problem-solving, creativity, and intelligence (including artificial intelligence). (Semester varies)

PS 313 Abnormal Psychology | 4 credits
This course provides an introduction to the nature, etiology, and classification of abnormal behaviors and therapeutic methods used to treat them. An explanation of the relation between mental disorder and the social and cultural setting is also provided. (Fall semester)

PS 321 Social Psychology | 4 credits
The course examines the relation of the individual to the social environment. A variety of social-psychological topics are covered, such as impression formation, attribution, emotion perception, attitude development, interpersonal attraction, group behavior, helping behavior, and aggression. (Fall semester)

PS 333 Developmental Psychology | 4 credits

The class explores the stage/age-related physical, cognitive, and psychosocial development of individuals from infancy through old age. Topics include maturation and sensory-motor development; thinking, reasoning and language processes; and social cognition and interpersonal interaction. (Semester varies)

PS 339 Psychology of Personality | 4 credits
This course covers the study of major theories of personality with an emphasis on personality structure, motivation, emotion, and contrasts between immature and mature personality. Includes the dynamics of behavior in case study settings. (Spring semester)

PS 370 Psychology of Management | 4 credits
Students study the psychological behavior of individuals and groups as they function in organizations. The emphasis is on effective administration and direction in the formation of structures, which produce results. Significant emphasis is placed on the application of psychological methods and research techniques to management operations as well as the use of consultants to implement effective strategies to solve problems. (Semester varies)

PS 405 Seminar in Advanced Psychology | 4 credits
Selected subjects are investigated with an emphasis on the most recent research in the field. The specific psychological techniques and therapeutic methods to be investigated are dependent upon the psychological system being considered. May be repeated for credit. Prerequisite: Eight credits in Psychology, including PS 101, and permission of instructor. (Semester varies)

PS 498 Directed Study in Psychology | 2 or 4 credits
Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisite: Permission of instructor and School Dean.

Science Courses

All of the following science courses at the 100 and 200 level fulfill the Scientific Perspective of the General Education requirements.

SC 202 The Human Body | 4 credits
This course provides an introduction to the morphology and physiology of human body systems, including musculoskeletal, digestive, cardiovascular, immune, respiratory, endocrine, and reproductive systems. Students work through concept development strategies and in-class laboratories to understand interrelationships within and among body systems and to learn the methodologies used to investigate disease and other conditions.

SC 203 Nutrition and Human Health | 4 credits
This course is an introduction to nutrition and diet, and provides an understanding of the processes of life through an understanding of how nutrition, health, and life science are interrelated. Basic nutrition principles include the structure and function of nutrients, the digestive system, food composition and diet analysis, and nutritional roots of disease. Further, nutrition is related to overall fitness and changes over the life cycle. Emphasis is placed on an understanding of nutrition for optimal health and on the study of nutrition as a means for under-

standing the scientific process.

SC 204 Origin and Evolution of Life | 4 credits
This course is a survey of the origin of life as it exists on earth and its potential existence elsewhere. Material will be drawn from cosmology, biology, genetics, and paleontology in an effort to address questions pertaining to the birth and evolution of the universe and the diversity of organisms. Advances in biotechnology that have allowed for mapping, sequencing, and cloning the genome of animals and plants will be considered in view of their ethical and social implications. (Spring semester)

SC 205 Environment and Humankind | 4 credits
This course is an introductory and topical course in environmental science designed to equip you with basic concepts to explore relationships and interactions between humans and the environment. The course covers issues pertaining to human population growth, the preservation of biodiversity of both terrestrial and aquatic species and ecosystems, and topics such as global climate change, pollution of water, air and soil, and chemical impacts on human health Emphasis is placed on collecting and analyzing evidence regarding environmental issues and the impact of scientific and technological developments on society.

SC 206 Weather and Global Climate Change | 4 credits
This course introduces the atmospheric processes that determine weather and global climate. Knowledge of the interactions of atmosphere, ocean and human activities allow for an understanding of present weather prediction as well as understanding potential climatic changes projected for the future. Discussions of models and modeling and the use of technology to understand weather and climate are complemented by the use of the Internet to access and interpret real time meteorlogic data.

SC 208 Natural Disasters and Earth Science | 4 credits
This course introduces the science of natural disasters, including the study of earthquakes, volcanoes, hurricanes, floods and environmental crises, each having components or origins in the areas of geology, meteorology and hydrology. Each natural disaster has impacts on human populations and the human-built society, as well as impacts on natural resources. The course draws upon the body of knowledge in the various earth sciences as the course explores natural cataclysmic change. Recent research will be reviewed. (Fall semester)

SC 231 Physics for the Media | 4 credits
This course is an introduction to the physical properties of sound, light and electricity, and basic mechanics. Students apply their study of basic physics concepts to related fields in communication and develop an understanding of the transfer of scientific experimentation and theory into technological practice. The course requires some basic mathematics skills. (Spring semester)

SC 270 The Brain and Human Behavior | 4 credits
This course is concerned with the biological structure of human experience and the neural basis for its expression and regulation. Topics include gross anatomy of the nervous system,

neural cells as biological units of behavior, special sensory systems, mechanisms of perception, movement, memory and the storage of information, speech and language centers of the brain, emotion and self-regulation, and altered states of consciousness. Students learn about the methodology used by scientists who study neurophysiology, brain structures and the dimensions of consciousness that underlie human communication abilities. (Semester varies)

SC 280 Science and Society | 4 credits
This course helps students develop knowledge and understanding of the major role that science plays in their lives and the role they can play in interpreting and applying scientific information. Science is viewed as both a process and as content, involving issues such as proof, fact, effects of observation, theories, laws, and similar concepts. Connections among science, technology, and the arts and the humanities will be viewed as an integrated means for society to function. The course includes analysis of case studies, readings, problem solving exercises, and exercises in developing critical thinking skills.

SC 302 Marine Biology | 4 credits
This course provides an in-depth study of marine biology and addresses the status and trends in the marine environment using examples from New England's signature ecosystem, the sea. The course focuses on three broad themes, examining both the science behind these themes and the relationship between each theme and human life in New England. The three primary conceptual areas explored are: (1) the diversity and adaptation of marine life; (2) marine habitats; and (3) marine flood webs. A closer look at human exploitation of the marine environment focusing on two specific case examples is included. A three-day sea voyage is included in this course. Prerequisite: completion of the General Education Science requirement, preferably SC 205, SC 206 or SC 208. (Fall semester)

SC 305 Ecology and Global Environmental Change | 4 credits
This course engages students in an in-depth study of ecological principles and environmental issues that have scientific, economic and social dimensions of global significance. Subject areas discussed include global warming and the greenhouse effect, water supply, ozone depletion, loss of habitat, biodiversity loss and population growth. Recent research into biogeography, species extinction, natural resource management and ecosystem dynamics are included. This course includes field research requirements as well as participation in a three-day field study. Prerequisite: completion of the General Education Science requirement, preferably SC 205, SC 206 or SC 208. (Spring semester)

The Speech and Hearing Foundation of Massachusetts Lecturer

Supported by a generous endowment gift by the Speech and Hearing Foundation of Massachusetts, the Communication Sciences and Disorders faculty annually selects The Speech and Hearing Foundation of Massachusetts Lecturer. The lecturer is an outstanding faculty member from across the United States who has demonstrated a teaching and research interest that furthers knowledge in the field of speech and hearing disorders.

The lecturer delivers one public lecture to the Greater Boston Community and presents a workshop for speech and hearing professionals in the Greater Boston Community.

DEPARTMENT OF JOURNALISM

Professors DeLuca and Paraschos; Associate Professors Coffee, Della-Giustina, Lanson (Chair), and Robins; Assistant Professors Brown, House, Kolodzy and Wynter; Scholars-in-Residence, Niwa and Overton.

Mission

The Department of Journalism is committed to educating journalists who can bring intelligence and context to the complex issues facing our diverse world. Its faculty members are dedicated to molding ethical journalists, capable of developing original and significant stories, and of reporting, synthesizing, analyzing and writing the news in ways that increase public understanding and awareness.

Curriculum

The department has designed a curriculum that weds theory and practice, criticism and application, and a liberal arts foundation with rigorous professional training.

Students learn by studying in the classroom and by working in the field. The faculty is dedicated to producing graduates who leave the college with both an understanding of the role of journalism in society and a professional portfolio demonstrating their skills.

Those majoring in journalism specialize in either print and multimedia or broadcast. But, recognizing an industry trend toward cooperation and teamwork among print, broadcast and online newsrooms, the department requires students to take an integrated core curriculum. This exposes them to ways in which all media are converging and new media are redefining the concepts and delivery of news. In addition to teaching journalistic skills, the curriculum examines the historical development of contemporary mass media; the legal, ethical and cultural framework within which journalists operate; and the impact of new technologies on the professional and business climate of news.

Students are encouraged to participate in campus and professional media through co-curricular activities and internships. Among those outlets available on the Emerson campus are the school newspaper, *The Berkeley Beacon*, and the news programs of WECB (AM), WERS (FM), WEBN and Emerson Independent Video. Students educated in journalism have found careers in television and radio news, newspapers, online news sites, magazines, newsletters, non-profit public relations, government public information, and corporate business communication.

The curriculum seeks to achieve these goals:

- To assure that students complete a broad-based core of liberal arts courses that give them a foundation of understanding about the world in which they live and the curiosity to learn more about it.
- To ground students in the traditions of journalism and to help them explore contemporary challenges to those traditions.
- To teach students how to gather and analyze information accurately, efficiently and intelligently and to present it compellingly in an increasingly visual and technological world.
- To teach students how to think critically and to write about events and issues clearly, succinctly and in context.
- To teach students the value of revision and the craft of story telling.
- To develop students' respect for diversity and individuality so that their reporting can reflect a society of varied lifestyles and cultures.

Additional Core Requirements For Journalism Majors

All majors in the Department of Journalism are required to take PL 225 (American Government and Politics) and at least two additional courses in Economics, History, or Political Science. Where appropriate, these courses can be applied to the General Education requirements. Journalism students also must complete one additional oral communication course to the college-wide requirement. Broadcast Journalism majors are required to take OP 265, Professional Voice and Speech. Print Journalism majors are required to take OP 263, Critical Thinking and Argumentation.

PROGRAMS

Students pursuing a Bachelor of Science degree in Journalism must complete 44 credit hours. All students must complete the following:

	Credits
JR 101 Discovering Journalism	4

JR 102 The Newsgathering Process	4
JR 200 The Images of News	4
JR 290 Journalism Law & Ethics	4
PL 225 American Government	4

Students specializing in Print and Multimedia Journalism also must complete: JR 204, Print Reporting: Covering the Day's News; JR 304, Beat Reporting in a New Century; JR 404, News Editing and Design; and one of two culminating or "capstone" courses, JR 590, Online Publishing, or JR 592, Public Affairs Reporting. In addition, students must take a total of 12 credit hours in departmental electives. At least four of these hours must be in a craft or skills-based elective, and at least four must be in a conceptual or lecture/discussion-based elective.

Print and Multimedia craft electives include: JR 205, JR 364, JR 452, JR 460, JR 462, JR 497, JR 498, JR 499, JR 562 and JR 595

Conceptual electives include: JR 485, JR 555, JR 570, JR 571, JR 574, and JR 576.

Students specializing in Broadcast Journalism also must complete: JR 205, Broadcast Journalism; JR 305, Radio Producing; JR 418, Television News Producing; JR 419, Electronic News Gathering, and one of three capstone courses, JR 590, Online Publishing; JR 591, Broadcast Journalism Practicum; and JR 592, Public Affairs Reporting. In addition, students must take eight credit hours in departmental electives.

Broadcast Journalism electives include: JR 304, JR 364, JR 452, JR 460, JR 462, JR 485, JR 497, JR 498, JR 499, JR 555, JR 561, JR 562, JR 570, JR 571, JR 574, JR 576, and JR 595.

Suggested Sequence of Courses for Undergraduate Majors

PRINT AND MULTIMEDIA JOURNALISM SEQUENCE

Freshman Year	Credits
JR 101 Discovering Journalism	4
JR 102 The Newsgathering Process	4
Sophomore Year	
JR 200 The Images of News: Words, Pictures, Sound	4
JR 204 Print Reporting: Covering the Day's News	4
JR 290 Journalism Law & Ethics	4
JR 304 Beat Reporting in a New Century	4
Junior Year	
JR 404 News Editing and Design	4
One Journalism elective	4
Senior Year	
JR 590 Online Publishing	
or JR 592 Public Affairs Reporting	4
Two Journalism electives	8

BROADCAST JOURNALISM SEQUENCE

Freshman Year	Credits
JR 101 Discovering Journalism	4
JR 102 The Newsgathering Process	4
Sophomore Year	
JR 200 The Images of News: Words, Pictures and Sound	4
JR 205 Broadcast Journalism	4
JR 290 Journalism Law & Ethics	4
JR 305 Radio Producing	4
Junior Year	
JR 518 TV News Producing	4
JR 519 Electronic News Gathering/Reporting	4
One Journalism elective	4
Senior Year	
JR 590 Online Publishing, JR 591 Broadcast Journalism Practicum, or JR 592 Public Affairs	4
One Journalism elective	4

Minor Program

The Department of Journalism offers students majoring in other programs of the College the opportunity to pursue a minor in Journalism. A minor requires a minimum of 16 credits and students may use up to eight credits from the General Education requirements toward a minor.

JOURNALISM MINOR REQUIREMENTS

JR 101 Discovering Journalism
JR 102 The Newsgathering Process
JR 200 The Images of News: Words, Pictures and Sound
One other Journalism course

HISTORY MINOR REQUIREMENTS

HI 102 Introduction to Western Civilization or
HI 200 Introduction to the Contemporary World
Three other History courses

POLITICAL SCIENCE MINOR REQUIREMENTS

PL225 American Government and Politics
Three other Political Science courses

Journalism Courses

JR 101 Discovering Journalism | 4 credits

Students explore the role of news in United States history, from its raucous beginnings at the time of the American Revolution to its tumultuous present in a world of "all news all the time." The course gives students the tools to analyze and understand how print, broadcast and online news organizations have evolved over time. Students study the First Amendment, examine parallels between issues raised by the explosion of online journalism and earlier periods in journalistic evolution, and explore other issues confronting the contemporary journalist. In looking at how news has evolved, the class also visits some of the ethical dilemmas faced by those practicing the journalists' craft.

JR 102 The Newsgathering Process | 4 credits
In order to write or deliver the news, journalists need a sound, focused idea and specific, authoritative information. Students in this class learn how to do the legwork to report stories that make a difference. Through discussion, critique and reporting in the city, students learn how to identify, focus and find news; how to ferret out and make sense of records, both online and in the library; and how to select sources and measure their reliability and authoritativeness. Students also learn how to interview effectively, both for print and broadcast, and are introduced to writing leads and structuring stories for print, broadcast and online news. Journalistic standards such as accuracy and fairness are emphasized. Prerequisite: JR 101 for freshmen. (This is a co-requisite for transfers.)

JR 200 The Images of News: Words, Pictures and Sound | 4 credits
This class provides students with a framework for understanding the power of images, still and moving, and of sound, and of how tall are used in conveying the news. Students study the history, aesthetics, content and context of visual story telling. They also rotate through labs that provide an introduction to still photography, audio recording, videography and html as they relate to the presentation of news. Working in teams, students develop multimedia stories that help them understand differences in reporting news in different media. They also examine ethical challenges in a digital age when manipulation of images and sound can distort reality and compromise journalistic integrity. Prerequisite: JR 102. Students are encouraged to take JR 200 concurrently with JR 204 or JR 205.

JR 204 Print Journalism: Covering the Day's News | 4 credits
The course emphasizes the skills needed to report and write basic print stories on deadline. Class discussion stresses the fundamentals of writing for a print medium with significant critique of such things as story organization, leads, attribution and issues of style. As the semester progresses, students are assigned to cover a variety of events in the city and on the Emerson campus. Prerequisite: JR 102, recommended that it be taken concurrently with JR200.

JR 205 Broadcast Journalism | 4 credits
This class is devoted to developing and sharpening student skills in writing for radio and TV news. Students also are introduced to radio beat reporting and further develop interviewing skills for the broadcast media. Students critically evaluate newscasts and are introduced to the components of producing them. Laboratory experience includes work within the WERS newsroom. Prerequisite, JR 102, recommended that it be taken concurrently with JR200.

JR 290 Journalism Law and Ethics | 4 credits
A critical examination of the American legal system and its relationship to the press. Students will gain an understanding of journalists' rights and their ethical responsibilities. The class will provide students with a foundation of case law that defines what journalists are allowed to do and the means for reaching ethical decisions in gray areas outside the boundaries of law. Students also will

be introduced to the structure and processes of federal and state courts. Prerequisite: JR 101.

JR 304 Beat Reporting in a New Century | 4 credits
This course emphasizes the skills needed to define and originate news in a specific, geographic or subject "beat" area and to report and write/produce those stories in forms suitable for print and online news readers. Class discussion will focus on means of finding and developing original "enterprise" stories in the context of a beat, of reporting them with authority and impact, and of writing them, using a variety of story structures. Students are strongly encouraged to publish stories through the Journalism Students' Online News Service, in community newspapers and in *The Berkeley Beacon*. Prerequisite: JR 204 or JR 205.

JR 305 Radio Producing | 4 credits
In this intensive course, students produce, write and anchor radio newscasts on deadline, building them in part on original reporting. They conduct in-depth analyses of writing, story selection, agenda setting and the gate-keeping processes. They also learn how to format, to include sound in newscasts and to manage time. Prerequisite: JR 205.

JR 346 The Berkeley Beacon Laboratory | 1 non-tuition credit
Workshops and post-production critique and evaluation of specified reporting and editing assignments on the College newspaper, *The Berkeley Beacon*. Credit is awarded after term and evaluation by the instructor. May be repeated up to four credits. Course is offered Pass/Fail Does not count toward the Print Journalism Major. Prerequisite: Permission of instructor.

JR347 WEBN | 1 non-tuition credit
Workshops and post-production critique and evaluation of reporter packages and newscasts for WEBN, the weekly newscast of the campus chapter of the Radio Television News Directors Association. Credit is awarded after term and evaluation by the instructor. May be repeated up to four credits. Course is offered Pass/Fail. Does not count toward Broadcast Journalism Major. Prerequisite: Permission of the instructor.

JR 364 Specialized Reporting | 4 credits
From reporting on sports to reporting on science, students in both sequences will be able to enroll in a variety of specialized beat-reporting classes. Depending on the year, these specialized topics may include computer-assisted reporting, sports reporting, political reporting, investigative reporting, environmental reporting and business reporting. At least one section of specialized reporting will be offered each spring. Prerequisite: JR204 or JR205.

JR 404 News Editing and Design | 4 credits
Putting out a newspaper or web site takes a lot more than reporting and writing stories. This course emphasizes the craft of editing: of refining news copy and choosing how and where it will run in a newspaper or on a web site. Students edit stories for content, structure, word usage and story flow. They also write headlines and design pages. The class will explore issues of style, bias, stereotyping, fairness and taste. Students also learn appropriate software needed to design pages. Prerequisite: JR 304.

JR 452 Review and Editorial Writing | 4 credits
As part of this intensive writing course, students study the content and approach of expository writing styles used in reviews and editorials. Participants in the class write a variety of reviews, editorials and pieces of criticism. Prerequisite: JR 204 or JR 205 or permission of instructor. (Semester varies)

JR 460 Feature Writing | 4 credits
From the personal essay to the dramatic narrative, students research, organize, write, and market feature articles for publication in newspapers and magazines. The course emphasizes techniques for finding and focusing stories, interviewing in depth, observation and story-telling. Students analyze and apply a variety of approaches. Prerequisite: JR 204 or JR 205 or permission of the instructor. (Fall semester.)

JR418 TV News Producing | 4 credits
This lab course gives students the real-time experience of a deadline-driven television newsroom. In producing newscasts on deadline, students rotate through newsroom jobs such as tape editor, writer, producer, anchor, reporter and videographer. Students learn to write news scripts, edit video to tell a news story, organize and produce a newscast, coordinate video elements for a newscast and work together as a broadcast news team. Prerequisites: JR 305 or permission of the instructor.

JR419 Electronic News Gathering/Reporting | 4 credits
Working in the field, students research, shoot, write and edit television news stories. Special emphasis is placed on developing reporting and interviewing skills, visual acuity, writing for the eye and ear, and general TV performance abilities. Students also learn the technical aspects of ENG shooting and reporting. Prerequisite: JR 305 and JR 418/518. Can be taken concurrently with JR 418/518.

JR 462 Introduction to Photojournalism | 4 credits
This course focuses on photography as a journalistic, story-telling medium. Through weekly assignments and critiques, students learn how to communicate news visually in a variety of situations. Hands-on exercises include shooting pictures on deadline, writing concise and compelling cutlines, and editing for impact. Through historical and contemporary examples, students learn about the power of photojournalism to document, inform, entertain, persuade and provoke emotion. The ethical and legal challenges of photojournalism also are discussed. Prerequisite: JR 200 and JR 204 or JR 205. (Semester varies)

JR 482 The Berkeley Beacon Management | 4 credits
This course is available only to students appointed to top editorial positions at *The Berkeley Beacon* newspaper. It does not apply to the journalism major. Assignments include journal writing, critiques of the paper and discussions of problems in management. Prerequisite: Nomination to the position of editor or managing editor.

JR 485 Journalism Topics | 4 credits
Topics explore various aspects of journalism theory and practice. This is reserved for courses being

introduced on a one-time or developmental basis. Prerequisites vary with topic. (Semester varies)

JR 497 Directed Projects | 2 or 4 credits
Special learning opportunities are designed to allow a student to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. Prerequisites: satisfactory completion of the first two skills courses in either the print or broadcast journalism sequence. Permission of instructor and chair.

JR 498 Directed Study | 2 or 4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a scholarly project. Permission of instructor and chair.

JR 499 Internships | 4 or 8 credits
Students may only apply four internship credits toward the journalism major. Internships, typically at a radio station, TV station, newspaper, magazine or online news site, must be journalistic in nature and must be cleared in advance by the department's internship coordinator. Students are supervised by an approved full-time employee of the organization at which they work and by the internship coordinator. Students are required to keep a journal of their activities, to meet with the internship coordinator and other interns at least three times a semester, and to complete other tasks assigned by the department. Prerequisite: Junior or senior standing, a grade point average of 2.7 or above, a recommendation from a journalism instructor and completion of JR304 or JR305. A 4-credit internship requires 16 hours a week over a 12 week period and a 8-credit internship requires 32 hours a week over a 12 week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship, and should consult the Academic Calendar for registration deadlines.

Senior standing required for all 500-level courses.

JR 555 Reporting Issues of Cultural Diversity | 4 credits
This course helps future journalists learn to function and thrive in America's culturally diverse society. Students analyze media coverage of a wide spectrum of under-represented groups, and challenge stereotypes — including their own. Guest speakers, readings and videos give insight into the realities of different groups as well as into the job of journalists trying to cover them. Fulfills the General Education U.S. Diversity requirement. Prerequisite: JR 204 or JR 205. (Spring semester.)

JR 561 Television News Magazine and Documentary | 4 credits
This course offers a behind-the-scenes look at TV news magazines and documentaries with a focus on research, reporting and production techniques. Students will learn how to put together longer-form stories from the initial pitch to the final product. They will discover the importance of character development and dramatic story telling. They also examine effective management practices from controlling budgets to directing personnel. Offered alternate fall

semesters. Prerequisites: JR 305. (Semester varies)

JR 562 The Magazine | 4 credits
An introduction to the magazine as a journalistic form. Students originate, research and write articles, and attempt to market them to professional outlets. The course also emphasizes critique of the magazine industry, from analyzing editorial decisions to understanding the importance of niche and audience. Prerequisite: JR 304. (Semester varies)

JR 570 Global Journalism | 4 credits
This course will help students understand the mass media in other countries. What are they like? What are their differing philosophies? How do their practices differ? The course will examine concepts of press freedom, media conglomeration and globalization, and the use and impact of new media technologies. Students go online to communicate with other journalists around the world and to monitor international news and issues. Fulfills the General Education Global Diversity requirements. (Semester varies)

JR 571 Newsroom Management | 4 credits
Two approaches to this course will be offered. In one, students focus on the range of issues faced by media managers. These include operations, personnel recruiting, training and evaluation, newsroom skills development, ratings, budget control, use of new technologies and planning. In the other, students focus more directly on women and media management, conducting case studies and developing career strategies and leader profiles. (Semester varies)

JR 574 The Press and Propaganda | 4 credits
A history of propaganda and its relationship to journalism. The course looks at propaganda during war, in political campaigns, and in coverage of business and entertainment. (Semester varies)

JR 585 Journalism Topics | 4 credits
Topics explore various aspects of journalism theory and practice. This is reserved for courses being introduced on a one-time or developmental basis. Prerequisites vary with topic. (Semester varies) This course listing is reserved for courses designated for seniors and graduate students only.

JR 590 Online Publishing | 4 credits
Students choose, edit, produce and post stories to an ongoing journalism news web site of their design. The course weds issues of law, ethics, content, style, depth and breadth as students grapple with ways of presenting news in different layers online and of involving audience in interactive dialogue. Participants in the course do original reporting but also work with broadcast, print and online students in other classes to improve their stories and to present them in a manner suitable for the Web. Prerequisite: JR 404 or JR 419/519.

JR 591 Broadcast Journalism Practicum | 4 credits
Students are given the opportunity to develop ENG or producing skills at an advanced level with the goal of putting together a professional portfolio by semester's end. In addition to completing a body of work, students are expected to engage in-depth research and critical analysis.

Prerequisite: JR 419/519.

JR 592 Public Affairs Reporting | 4 credits
This class exposes students to the challenges of depth reporting about issues of government and civic life. Students will prepare print, online or radio news reports related to Massachusetts state government and Boston city government for outlets throughout the state. In addition to preparing a portfolio of their best work, students will keep a journal, critique professional coverage in their area of interest, and, through reading, lectures and field trips, gain some expertise in the workings of state and city government. Prerequisite: JR 404 or JR 419/519.

JR 595 Multimedia Journalism Practicum | 4 credits
Students learn how to produce all facets of the Journalism Students' Online News Service (JSONS). Student reporters, who use the city and the college as their news sources, write news in text form and produce audio and video news stories. Student editors process the news for the daily news site. Students work individually and in teams, utilizing state of the art Internet-ready equipment and often operate in a "newsroom without walls" environment. (Semester varies)

History Courses

HI 102 An Introduction to Western Civilization and Culture | 4 credits
Study of the rise of civilization from its beginnings in the Neolithic Revolution through the classical empires, the Middle Ages, the Renaissance, and the hegemony of European and American civilization throughout the world. Emphasis on the influence of Judaism and Christianity in this process. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 200 An Introduction to the Contemporary World | 4 credits
An imaginative attempt to treat the problems of contemporary civilization on a global scale. The course will integrate the political, social, intellectual, literary, and artistic aspects of the 20th-century landscape. It will also cover such major themes as nationalism and the disintegration of empires, war and revolution, anti-colonial movements in Asia, Africa, and Latin America, and the efforts to construct a new world order. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 201 History in the Non-Western World | 4 credits
This course will examine history in a variety of non-Western contexts. The content will vary based upon the non-Western context selected for the semester. Students will focus upon historical events and the impact of these events for civilization in Asian, African, or Middle Eastern contexts. (Semester varies)

HI 203 Social Movements in the Age of Liberalism | 4 credits
An examination of the political movements of industrial and agricultural workers, the unemployed, and the poor to gain power and economic rights since the Great Depression. The course chronicles movements that shaped the policies of the New Deal and the Great Society, and analyzes the ways in which these movements fostered a conservative response late in the century. The history is presented in the context of the ideals of democratic liberalism, the

emerging power of corporate capitalism, and the modern conservative political coalition. Historical texts and a variety of cultural sources (literature, films, photographs, songs and museum exhibitions) are examined. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

HI 204 Islam in the World | 4 credits
An interdisciplinary study of the origins of Islam and the role of Mohammed, the global expansion of the faith, the theology and thought of the Koran and Moslem traditions, and forms of art and architecture generated by the teachings of the prophet. The course also explores the impact of the renewal of Islam and its increasing role in the modern world. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

HI 205 History of England | 4 credits
A study of the history of England from the Norman Conquest through the twentieth Century. Emphasizes the personalities of the rulers, the rise of parliamentary government, the interaction of England and other European nations, and the rise and decline of the British Empire. Included are discussions of how Shakespeare and Hollywood have depicted and often distorted English history. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 208 The World Since 1914 | 4 credits
The emphasis is on the Russian Revolution, Nazi Germany, Fascist Italy, the origins and events of World War II, the Cold War, and the Vietnam War. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 211 African-American History | 4 credits
A survey of sub-Saharan history of the pre-colonial era, and the history of African-Americans from the slave trade through the Civil War to the present. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

HI 215 American Constitutional History | 2 credits
A study of the Constitution of the United States, line by line. Draws on English and American histories to discover the origin and meaning of each of its provisions. Fulfills one half of the Historical Perspective of the General Education requirements. (Spring semester)

HI 219 History of the Far East | 4 credits
This course will survey the development of China from a Neolithic society into the most powerful and cultured nation in the Far East. It will also trace the continuity of Japanese history and culture from the introduction of Buddhism through the watershed at the beginning of the Meiji period, as well as the acceptance of western technology and the dramatic development of Japan as a major force in the contemporary world. Fulfills the Historical Perspective and the General Education Global requirements. (Semester varies)

HI 220 History of Russia and the Former Soviet Union | 4 credits
Survey of Russian history from the ninth century to the present. Emphasis is placed on the

growth and development of Muscovite and Imperial Russia; the revolution of revolutionary thought and action; the nature of Russian communism; the significance of the Bolshevik Revolution; and the growth, collapse and aftermath of the Soviet state. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 223 Renaissance and Reformation Thought, 1300-1600 | 4 credits
The creativity of the Renaissance and Reformation is presented through the new ideas of the great thinkers of the period. Included are the Italian Humanists, Petrarch and Machiavelli, and the Protestant Reformers, Luther and Calvin. Fulfills the Historical Perspective of the General Education requirements. (Semester varies; offered only at the Castle)

HI 229 History of Religion in America | 4 credits
A study of religion as it has influenced the development of American civilization, and how the American experience has affected religion. Focus will be on historical trends in Puritanism, Transcendentalism, Fundamentalism, Adventist and Revival movements, as well as mainline Protestantism and Roman Catholicism, and the rise of a common American Religion. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 230 History of the Bible | 2 credits
A study of the Old and New Testaments. Examines the various authors of the Bible and traces the development of the idea of God from a primitive tribal war god to creator of the universe. Fulfills one half of the Historical Perspective of the General Education requirements. (Semester varies)

HI 235 History of the United States | 4 credits
A study of the history of the United States from it colonial beginnings to the present. Special attention will be given to the Civil War and its consequences. Lectures will be illustrated by contemporary political cartoons. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 498 Directed Study in History | 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within history. Prerequisite: Permission of instructor and department chair.

Political Science Courses

PL 220 International Politics | 4 credits
The course surveys the nature, techniques, and problems of interaction among states. Emphasis is given to the development of the modern state system, the evolution of alliances and collective security, and the role of law, morality, and international organizations. The course will analyze, in depth, the history of America's involvement in the international relations of the twentieth century. (Semester varies)

PL 225 American Government and Politics | 4 credits
The American political system including national, state and local government, Constitutional foundation, citizenship, civil liberties, public opinion, political parties, the electoral system and the legislative process. The course will examine in detail the judicial history of these issues. In

particular, the role of the Supreme Court will be studied in-depth. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 231 Personality, Power and Politics | 4 credits
A study of eight historical personalities (Napoleon, Bismarck, Lenin, Hitler, Gandhi, Mao Zedong, Mandela, and Gorbachev) whose political ideas have contributed to the contemporary debate concerning the origins of the modern world. Special emphasis will be placed on leadership concepts, models and techniques, as they apply to the formation of mass political movements. The course will make use of films, journalistic accounts and historical commentary to foster an interdisciplinary approach to the study of political issues and events. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

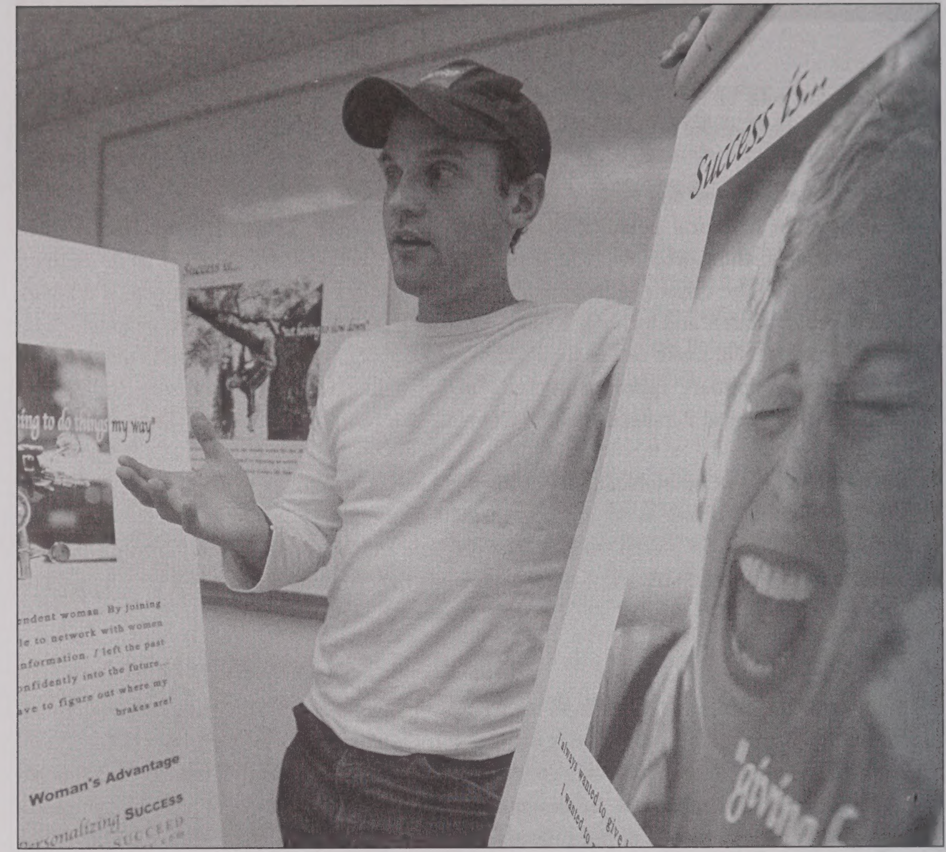
PL 240 Introduction to Communication, Politics and Law | 4 credits
This interdisciplinary course is designed to introduce students to the political-legal communication field. Emphasis is placed on our legal system and constructing and communicating arguments. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 328 Political Thought | 4 credits
An analysis of the evolution of political theory from early Greece to the present. Emphasis is placed on the formation of the Western political tradition and the relationship of political theory to the development of absolutism, constitutional monarchy, liberal democracy and socialism. The course will also address the issues of idealism and realism in political thought, individual rights versus the needs of the collective, and the relation of these considerations to the emergence of totalitarian political ideologies. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PL 332 Civil Rights | 4 credits
The course is a review of the United States Constitution, congressional legislation and Supreme Court cases affecting and controlling minority rights from 1776 to the present. Fulfills the Historical Perspective and the U.S. Diversity requirements. (Semester varies)

PL 333 The First Amendment | 4 credits
A study of law relating to communication in the United States. Includes the First Amendment, the Federal Communication Commission and political speech. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 498 Directed Study in Political Science | 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within the Political Science. Prerequisite: Permission of instructor and department chair.



DEPARTMENT OF MARKETING COMMUNICATION

Associate Professors Edgar and Vogel; Assistant Professors Keller, Sun and Youn; Executive-in-Residence, Anderson; Lecturers, Ikeler, Quintal, Rose, and Wathl.

Mission

Course offerings in the Department of Marketing Communication integrate the humanities, social sciences and business administration to prepare students for careers in the integrated fields of advertising, public relations, direct marketing, sales, promotions and e-commerce. The major is grounded in a core of courses in communication skills, consumer and audience psychology, and campaign planning and implementation. The goal is to prepare professional communicators who are creative, strategic, and ethical – who understand the power of communication to influence attitudes and behaviors, and who are able to design and manage strategic campaigns on behalf of both profit and non-profit organizations and clients. The program emphasizes a mixture of planning, account management and creative skills.

Rooted in applied communication studies, our programs balance a solid grounding in theory with practical training in specific professional skills. Along with class work, students undertake internships that help develop and apply their knowledge in the working world. Most courses take place at the Boston campus, but students who want to study elsewhere can also do coursework and internships in a variety of global locations such as Los Angeles and the Netherlands.

The Department of Marketing Communication is committed to providing professional-level experiences for its students, and thus supports participation in EMCOMM, a faculty-supervised and student-run integrated marketing communication firm that works for clients in the greater Boston community, and PRSSA, the student chapter of the national public relations society.

The faculty of the Department of Marketing Communication is committed to the following goals:

- To develop students' potential as planners, managers, and creative designers of marketing communication strategies.
- To develop qualitative and quantitative research skills for application to various marketing communication fields.
- To provide an understanding of the ethical, historical, theoretical and critical bases of the marketing communication process (including advertising and public relations) in the global environment.
- To foster a students understanding of how to evaluate marketing communication plans and what constitutes effective and efficient plans.
- To develop the student as a lifetime learner.

Program

MARKETING COMMUNICATION: ADVERTISING AND PUBLIC RELATIONS

The Marketing Communication: Advertising and Public Relations program prepares students for careers and advanced study in distinct but related fields of marketing communication in profit and not-for-profit contexts. The curriculum is developed through core courses and elective courses, both of which combine theory and practice in varying amounts. Core courses reflect a guiding philosophy that marketing communication professionals must optimize the contribution of different communication disciplines when developing persuasive programs. Therefore, the core courses emphasize fundamental elements of marketing, advertising and public relations as well as how they interact in communication programs. Students are able to use elective courses in the program to develop a deeper understanding of how public relations or advertising programs are built. Courses also provide opportunities to practice skills learned in the two disciplines.

Students are encouraged to complete internships in Boston or Los Angeles, cities that offer diverse opportunities in the field of marketing communication that complement the academic component at Emerson College. Students are also encouraged to become involved with EMCOMM and PRSSA, student organizations housed in the department.

REQUIRED MARKETING COMMUNICATION COURSES

MH200	Communication, Media & Society	4
MT207	Statistics	4
MH255	Principles of Marketing	4
MH258	Principles of Integrated Marketing Communication	4
MH302	Media Planning	4
MH303	Research Methods	4
MH315	Consumer Behavior	4

MH 354 Writing for Marketing Communication	4
MH 401 Strategy & Creative Planning for IMC	4
MH 404 Campaign Planning	4
Marketing Communication Electives or Specialization Courses	12
Total Credits	52

SUGGESTED SPECIALIZATION'S WITHIN THE MARKETING COMMUNICATION MAJOR:

complete 3 courses in one of the following areas:

Specialization in Public Relations:

MH 257 Principles of Public Relations	4
MH 356 Media Relations	4
MH 471 Topics in Marketing Communication (when the course focus is on Public Relations)	4
MH 499 Internship in Public Relations	4

Specialization in Advertising:

MH 259 Principles of Advertising	4
MH 308 Design & Layout	4
MH 309 Copywriting	4
MH 340 Sales Promotion/Special Event Mgt.	4
MH 471 Topics in Marketing Communication (when the course focus is on Advertising)	4
MH 499 Internship in Advertising	4

Specialization in Entertainment Marketing:

MH 257 Principles of Public Relations	4
MH 259 Principles of Advertising	4
MH 444 Entertainment Marketing	4
MH 471 Topics in Marketing Communication (when the course focus is on Entertainment Marketing)	4
MH 499 Internship in Entertainment Marketing	4

Minor Program

The Department of Marketing Communication offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. All minors require a minimum of 16 credits.

MARKETING COMMUNICATION: ADVERTISING AND PUBLIC RELATIONS

Students are required to take:

MH 255 Principles of Marketing	4
MH 258 Integrated Marketing	4
MH 354 Writing for Marketing Communication	4
MH 257 Principles or Public Relations or	
MH 259 Principles of Advertising	4

Marketing Communication Courses

MH 200 Communication, Media and Society | 4 credits

An introduction to basic concepts and theories about communication, the media and consumption as applied to the field of marketing communication. The course covers a variety of mass communication frameworks and examines the main influences on the development of advertising and public relations. Case studies, readings, and lectures relevant to the role and history of mass communication, advertising and public relations are discussed and evaluated.

MH 255 Principles of Marketing | 4 credits

This course is an introduction to marketing and processes for developing strategy directed at customers, consumers, and publics. The course focuses upon the delineation of marketing strategy and identification of target markets and actions necessary to the development of marketing strategies. Students will examine all elements of the marketing mix including product development and management, pricing, distribution and communication. Marketing communication elements including advertising, public relations, direct/database marketing, sales promotion, event management, and interactive marketing are explored and their implementation discussed. The course utilizes case studies and/or projects to emphasize the importance of a customer-centered orientation and the planning process, particularly as they affect marketing communication. Prerequisite: Sophomore standing.

MH 257 Principles of Public Relations | 4 credits

This course is an introduction to the field of public relations—its history, current practices and challenges, and future trends. The course covers the fundamentals of public relations including the relationship practitioners have with both internal and external publics who are affected by, and affect, an organization's actions. The course examines how public relations and publicity fit into the larger context of marketing communication from a strategic perspective. Students will learn about media relations, publicity, community relations, public and governmental affairs, financial relations, development and fundraising, and special events. Prerequisite: MH 255 and MH 258.

MH 258 Principles of Integrated Marketing Communication | 4 credits

This course introduces basic concepts in the fields that comprise IMC: public relations, advertising, event management, direct marketing, sales promotions, and e-communication. Emphasis is placed on the unique contribution each gives to a communications program for organizations, as well as how they work together in an integrated plan. The course uses readings, cases, and exercises to highlight marketing communication concepts and their practice. Prerequisite: MH 255.

MH 259 Principles of Advertising | 4 credits

Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. In this course, students will learn about advertising strategy including how to set advertising objectives, establish an advertising budget, determine the message to be disseminated, identify the media through which the message will be disseminated, and evaluate an advertising program. Students will be exposed to both the creative aspects of advertising as well as the managerial considerations inherent in the implementation of advertising strategy. Mini-projects and applications are used in this course. Prerequisite: MH 255 and MH 258.

MH 302 Media Planning | 4 credits
This course teaches the student about media research, planning, and buying. Target market analysis, research tools, media and vehicle analysis, buying techniques, negotiation, and computer applications are areas of concentration in the course. Prerequisite: MH 255 and MH 258.

MH 303 Research Methods | 4 credits
Students are introduced to the research process, from problem definition to survey design, sampling, data analysis, and interpretation of results. In addition, students will examine qualitative research (e.g., focus group interviews) and secondary data analysis. Students participate in a research project or application. Prerequisite: MT 207.

MH 308 Design & Layout | 4 credits
This course introduces students to the principles of design/layout in marketing communication strategies. Students learn conceptual and computer software skills (e.g., Adobe Photoshop, etc.) and the application of these skills through projects and portfolio development. Prerequisite: MH 259.

MH 309 Copywriting | 4 credits
This course focuses on developing and understanding the concept in the marketing communication strategy. Students learn elements of copywriting and test their skills through development of copy. All students can expect to have copywriting samples for their portfolios by semester end. Prerequisite: MH 259.

MH 315 Consumer Behavior | 4 credits
An introduction to theories of consumer behavior with an emphasis on practical application of theory to various marketing contexts. The course will survey theories from several disciplines including communication, marketing, cultural anthropology, economics, sociology and psychology. Case studies will be used extensively. Our goal is to highlight the complexity of consumer decision-making and the multiplicity of elements that inform it. Prerequisite: MH 255.

MH 340 Sales Promotion/Special Event Management | 4 credits
This course addresses a growing area of marketing communication that encompasses all of the non-recurring events that organizations use to affect behavior. Sales promotion encompasses special events, trade promotions (e.g., price discounts, feature advertising, in-store displays, trade shows), and consumer promotions (e.g., coupons, give-aways, exhibits, trade shows). Students learn how to develop and execute sales promotion activities. Prerequisite: MH 255 and MH 258. (Fall semester)

MH 354 Writing for Marketing Communication | 4 credits
This course is a comprehensive survey of writing techniques for marketing and management communication. Writing assignments include news releases, brochures, speeches, visual presentations, company and governmental publications, press kits, memos, newsletters, public service radio and television spots, and Internet communications. Prerequisite: MH 255.

MH 356 Media Relations | 4 credits
This course will provide students with a broad understanding of media management, includ-

ing: basic marketing and management communication documents, sources, interviews, spin, crisis communication, ethics, international media relations, interactive media strategies and analyses of current media-related issues. Prerequisite: MH 257. (Fall semester)

MH 401 Strategy & Creative Planning for IMC | 4 credits
This course emphasizes important issues in managing communication campaigns. Students learn how strategy guides other decisions in communication plans and gain practice in developing objectives, strategies and tactics. Attention is also given to creative concepts and strategy as part of communication planning. Materials in the course include cases, exercises, and conceptual reading. Prerequisites: MH 255 and MH 258.

MH 404 Campaign Planning | 4 credits
This course involves students in the development and execution of marketing communication strategies for an existing organization and/or brand. The spring semester course is designed around the American Advertising Federation's annual competition. Prerequisites: MH 255, MH 258, MH 303, and MH 354.

MH 444 ISM: Entertainment Marketing | 4 credits
The course examines marketing communication strategies used to solve problems or pursue opportunities in the arts and entertainment industries. Students must develop a marketing communication plan for an existing arts or entertainment organization. Industry professionals including the sponsor of this course, Ms. Irma Mann, judge student plans and select the best plan for an award. Prerequisites: Senior standing and MH 257 and MH 259. (Spring semester)

MH 471 Topics in Marketing Communication | 4 credits
Special topics in marketing communication. This number is used for timely, cutting-edge topics in a variety of areas in advertising and public relations. Prerequisites: Senior standing, MH 255 and MH 258.

MH 498 Directed Study in Marketing Communication | 2 or 4 credits
Individual academic projects are planned in collaboration with full-time faculty members to meet students' interests that are not satisfied by existing courses. Students must submit a proposal for study that includes learning objectives, evaluation methods, and a bibliography before a directed study is approved. All proposals must be approved in the semester preceding the semester in which the student wants to complete a directed study. This proposal cannot be a substitute for a course that is in the catalog. Prerequisites: Permission of faculty member and Chair of the Department of Marketing Communication.

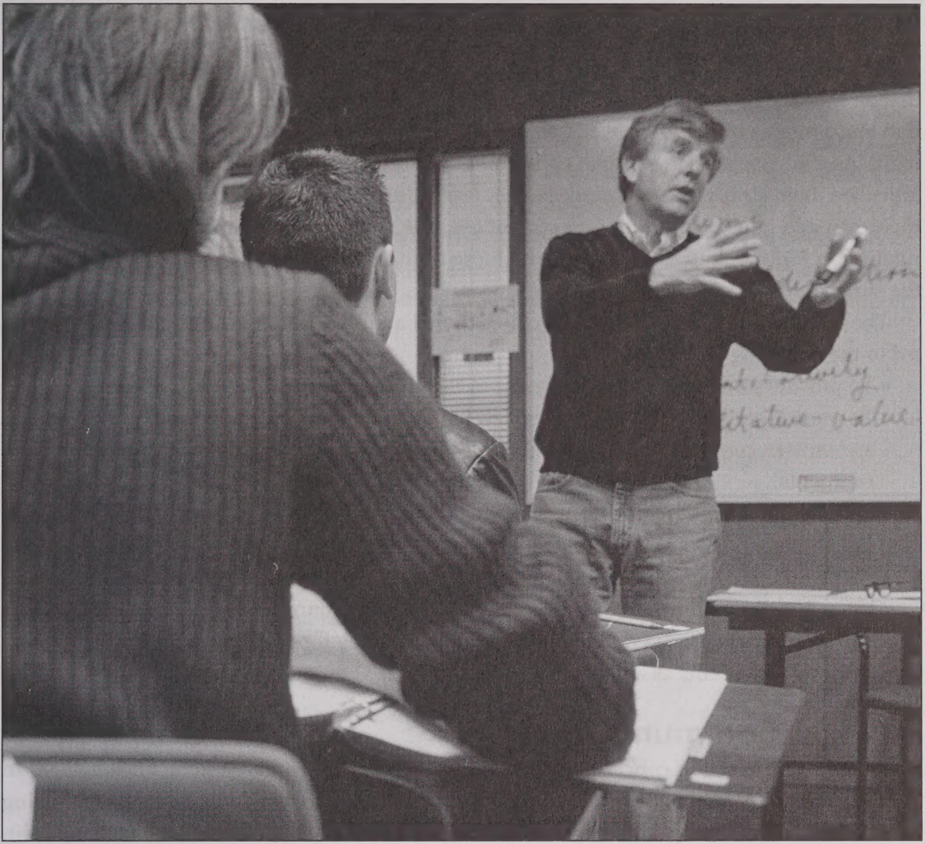
MH 499 Internship in Marketing Communication | 4 or 8 credits
Students complete field work in the area of marketing communication. Students maintain regular contact with the internship coordinator during the semester, and submit reflective papers as assigned. Prerequisite: junior or senior standing, a grade point average of 2.7 or above, and permission of instructor. A 4-credit internship requires 16 hours a week over a 12 week period and an 8-credit internship requires 32 hours a week over a 12 week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed

project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship, and should consult the Academic Calendar for registration deadlines.

Economics Courses

EC 203 Principles of Economics | 4 credits

An introduction to the basic concepts, theories and principles of micro- and macroeconomics. Includes analysis of prices, output, and income distribution through the interaction of households and business firms in a free enterprise economy as well as the study of national economic performance factors such as national income and employment, monetary and fiscal policy, recession, government spending and taxation, and international trade and payments. Fulfills the Social Science and Psychological Perspective of the General Education requirement. (Fall semester)



DEPARTMENT OF ORGANIZATIONAL AND POLITICAL COMMUNICATION

Associate Professors Anderson, Baeten, Glenn , Hollingworth, Payne, and Weiler; Assistant Professors Binkley, Kearns, MacDougall, and Stark; Scholar-in-Residence Morrison.

Mission

Excellence in communication contributes to success in all aspects of personal, professional, and civic life. In the Department of Organizational and Political Communication students concentrate on communication theory, research, and practice in a variety of contexts, including public speaking, conflict resolution, management, and political campaigns. The curriculum helps students focus on the leadership strategies needed to make a difference in contemporary society. Rooted in the humanities and social sciences and in the mastery of speaking and writing skills, our programs balance a solid grounding in theory with practical training in specific professional skills. Along with class work, students undertake internships that help develop and apply their knowledge in the working world. Most courses take place at the Boston campus, but students who want to study elsewhere can also do coursework and internships in a variety of locations such as Washington and Los Angeles.

The Department of Organizational and Political Communication is committed to ensuring that all Emerson students master deliberative communication skills that reflect the oral tradition and promise of the College and that prepare students for leadership in a global environment. As students learn to research points of view competently, analyze them intelligently, and articulate them clearly and persuasively, they learn also to appreciate the ethical dimensions of their own and others' communication practices. The Department is home to faculty and curriculum in Philosophy and Sociology, and these cognate disciplines inform our approaches to the study of human meaning-making practices.

The faculty of the Department of Organizational and Political Communication is committed to the following goals:

- To provide students a solid foundation in the Humanities and Social Sciences;
- To provide students with the highest level of instruction in the theory and practice of oral and written communication needed for leadership in the emerging communication environments;
- To help students develop research skills that will make them informed consumers and skilled practitioners of communication inquiry;
- To provide students an understanding of the ethical, historical, theoretical and critical bases of the communication process in the global environment;
- To foster, maintain and develop interdisciplinary study for students and faculty;
- To develop students as a lifetime learners.

Political Communication

Political communication concerns power relationships between and among stakeholders in complex contemporary societies. This program is designed for students interested in using effective, ethical communication to influence their worlds through careers emphasizing political processes, campaigns, and governing. This major will prepare you for leadership in fields ranging from grass-roots political activism to strategic issue campaigns and elections. You might become an interest group advocate, community organizer, negotiator or mediator, political consultant, legislative aide, staff member of an embassy or consulate, lobbyist, or campaign strategist. You might choose to seek elected or appointed government office. You might, as many of our alumni have done, go on to graduate school for a career in law, education, or public policy.

The curriculum is designed to prepare you for the variety of careers that emphasize effective communication in political settings. In all these fields, certain core abilities will ensure your success:

Knowledge of political systems: You should be able to understand the complexities of local, state, national, and global political systems. You should be able to plan strategic communication to achieve political goals taking into account the contingencies of contemporary political systems.

Communication theory: You should understand how communication works and what principles underlie effective, ethical communication between and among diverse individuals and groups and across levels, media, and contexts.

Writing: Using clear, appropriate language, you should be able to write effective speeches, position papers, project/grant proposals, and issue analyses.

Oral communication: You should be able to prepare and present briefings and campaign speeches, participate effectively in debates, manage conflicts productively, negotiate issues, participate in press conferences, and lead decision-making meetings.

Critical thinking: You should be able to study and understand complex policies, issues, and deliberative processes, analyze audiences, and design strategic communication campaigns.

Media: You should be able to use media effectively to gather and share information and manage persuasive communication efforts. You should understand how to use print, video, audio and how to work effectively through television, radio, e-mail, internet, and telephone.

Research: You should be able to analyze issues and policies, conduct surveys and public opinion polls, conduct literature reviews of political and social issues, and read and interpret social scientific research.

CURRICULUM (44 CREDITS TOTAL)

6 core courses	24 credits
3 electives in political communication	12 credits
2 department electives	8 credits

Students in the Political Communication major must complete the following courses:

		Credits
OP 200	Communication and the Political World	4
OP 263	Argument and Advocacy	4
OP 266	Conflict and Dispute Resolution	4
OP 303	Public Communication Research	4
OP 357	Leadership	4
OP 475	Capstone in Political Communication	4
	Total hours	24

Three courses are to be selected from the following list below:

OP 344	Rhetoric of Social Movements	4
OP 420	Media and Politics	4
OP 421	Political Writing	4
OP 422	Politics and Comedy: Subversive Laughter	4
OP 471	Topics in Communication	4
OP 499	Internship in Political Communication	4 or 8
PH 300	Community, Communication and Public Policy	4
SO 300	Social Advocacy and Community Development	4
		12
Two additional electives may be chosen from any OP courses		8
	Total hours	44

Students are required to take PL 225, American Government and Politics to satisfy one of the General Education Requirements.

Recommended outside Electives:

PL 220	International Politics	4
PL 328	Political Thought	4
PL 333	The First Amendment	4
IN 134	Local Action/Global Change	4

The Undergraduate Major in Communication Studies

The Communication Studies major emphasizes flexibility and adaptability. Students who find the study of human communication a fascinating subject might emphasize coursework in such areas as rhetoric, intercultural communication, or organizational communication. Students who desire a unique combination of courses in this department (perhaps combined with others in the School of Communication) may use the Communication Studies major to build their program of study, in consultation with the department chair. While appropriate as grounding for many careers, this major works particularly well for those who anticipate going on to graduate school, perhaps even to a PhD.

CURRICULUM (44 CREDITS TOTAL)

The curriculum provides students with expertise in communication theory, research, and practice, as tailored to individual interests, especially for those who anticipate graduate study.

Required:

OP 200 Communication and the Political World
OP 303 Public Communication Research

The student, in consultation with the chair, builds a program of study that includes at least 7 courses (28 hours) from the department of Organizational and Political Communication. The remaining hours may be taken in OPC or in other departments in the School of Communication.

Minor Programs

The Department of Organizational and Political Communication offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. All minors require a minimum of 16 credits. Students may count up to 8 credits from the General Education Requirements toward a minor. Specific requirements are detailed below:

MINOR IN MANAGEMENT (FOUR COURSES, 16 CREDITS)

Students are required to take:

OP 330 Principles of Management

Plus any three of the following:

OP 203 Intercultural Communication
OP 266 Conflict and Dispute Resolution
OP 357 Leadership
OP 471 Topics in Management Communication
MH 354 Writing for Marketing and Management Communication
PS 303 Organizational Behavior
PS 370 Psychology of Management

MINOR IN POLITICAL COMMUNICATION (FOUR COURSES, 16 CREDITS)

This minor provides the student with an interdisciplinary background in communication, politics, and law.

Students are required to take:

OP 200 Communication and the Political World

Plus three of the following:

OP 263	Argument and Advocacy
OP 266	Conflict and Dispute Resolution
OP 357	Leadership
OP 344	Rhetoric of Social Movements
OP 420	Media and Politics
OP 421	Political Writing
OP 422	Politics and Comedy: Subversive Laughter
OP 471	Topics in Political Communication
PH 300	Community, Communication and Public Policy
SO 300	Social Advocacy and Community Development

MINOR IN SOCIOLOGY (FOUR COURSES, 16 CREDITS)

Students are required to take any four of the following:

SO 150	Principles of Sociology
SO 200	Communities and Race Relations
SO 206	Gender in a Global Perspective
SO 207	Dance, Ritual, and Society
SO208	Visual Society
SO 300	Social Advocacy and Community Development
SO 303	Culture and Power
SO 320	Sociology of Everyday Life
SO 360	Deviance and Social Control

With the permission of the minor advisor, certain Institute courses may count towards the Sociology minor. Examples include IN 123 Ritual and Performance and IN 137 Boston's Movers and Shakers.

MINOR IN PHILOSOPHY (FOUR COURSES, 16 CREDITS)

Students are required to take any four PH courses. With the permission of the minor advisor, certain Institute courses may count towards the Philosophy minor. Examples include IN116 Ways of Knowing: Philosophy in Literature and IN124 Truth and Narrative.

Communication Courses

OP 100 Fundamentals of Speech Communication | 4 credits

An introduction to the basic concepts, theories and principles of oral communication as applied to a speaking situation. The course develops competence in oral communication through performance and critical analysis of student skills in a variety of speaking formats. Audience analysis, content discovery, communication strategies, arrangement of ideas, the use of evidence and reasoning to support claims, language and style, voice and other delivery skills and ethical considerations will be explored in this course. Fills the General Education Oral Communication requirement.

OP 200 Communication and the Political World | 4 credits

An introduction to the study of communication, power, and politics in contemporary life. Consideration of theory and research in communication that help us understand how power relationships are constituted, negotiated, and changed. (Fall semester)

OP 203 Intercultural Communication | 4 credits
Analysis of readings in intercultural communication. The course focuses on verbal and nonverbal customs of various cultures as information from both a cultural and language perspective. Each semester focuses on specific topics or cultures. Background in other cultures helpful, but not essential. Course may be repeated once under a different topic. Fulfills the General Education Global Diversity requirement.

OP 260 Interpersonal Communication | 4 credits
An experience-based introduction to the concepts and skills of interpersonal communication, which include listening, feedback, self-disclosure, and relational communication as well as communication within groups and group behavior theories. The focus is on dyadic and small group communication processes and adjustments, problem solving, and decision making. (Semester varies)

OP 262 Professional Communication | 4 credits
Includes the study and practice of rhetorical argument, proof, ethics, style and delivery in performance and analysis of speeches. Projects include use of professional communication situations and video/audio aids and new technology to enhance the rhetorical effectiveness in message preparation, development and delivery.

OP 263 Argument and Advocacy | 4 credits
Study of the art of advocacy. Students develop the logical, organizational and research skills that debate and other forms of oral and written advocacy require. Assignments include participation in debates about current political and legal controversies. Critical thinking skills are emphasized as tools both for advocates and audiences.

OP 264 Oral Presentation of Literature | 4 credits
The oral performance of literature (poetry, prose and drama) as the art of understanding and communicating a text's meaning to an audience is the focus of this course. Objectives include exploring the aesthetic dimensions of literature and its performance, and developing critical skills in interpreting texts and evaluating performed literature. Fulfills the Literary Perspective of the General Education requirements.

OP 265 Professional Voice and Speech | 4 credits
This course helps the student to train his/her voice and develop a wide range of controls in pitch, volume, and quality to meet the voice and speech needs of journalism, public speaking, and interpretation. International students are encouraged to enroll in this class if they are interested in accent reduction.

OP 266 Conflict and Dispute Resolution | 4 credits
Study of conflict theory and principles and practices of dispute resolution. Includes everyday conflict, negotiation, mediation, arbitration, and alternative dispute resolution systems. Emphasis on interpersonal skills development.

SO 300 Social Advocacy and Community Development | 4 credits
Theory and practice of effective, ethical communication on behalf of constituent groups. Needs assessment, resource identification, development (including grant writing), public advocacy, and program review. (Semester varies)

PH 300 Community, Communication and Public Policy | 4 credits
Studies in political philosophy, especially debate between liberalism and communitarianism. (Semester varies)

OP 321 Community Debate | 1 non-tuition credit
Promoting political empowerment by mentoring middle and high school students in developing argumentation skills. Prerequisite: OP 263. Non-tuition. One hour credit, repeatable up to a total of 4 hours.

OP 322 Competitive Debate | 1 non-tuition credit
Research, practice and participation in intercollegiate debate. Prerequisite: OP 263. Non-tuition. One hour credit, repeatable up to a total of 4 hours.

OP 303 Public Communication Research | 4 credits
Study of the research process, from problem definition to survey design, sampling, data analysis, and interpretation of results. Development of skills in reading and interpreting social scientific research and conducting forms of research pertinent to public and political communication needs.

OP 320 Communication Theory | 4 credits
Investigation of contemporary approaches to building communication theory. Examination of current research and literature on communication in several contexts: mass, interpersonal, organizational, and intercultural. Discussion of theory-building options in communication.

OP 330 Introduction to Management | 4 credits
Modern concepts of management with a focus on the communication process, organizational systems, and dynamics of leadership. Managerial effectiveness and problem solving are explained through use of the case study. Prerequisite: Sophomore standing.

OP 343 Rhetorical Theory: Audience Analysis | 4 credits
Study of classical theorists of rhetoric on speaking and writing well. Emphasis on the practical application of classical theory to contemporary rhetorical situations. In-class oral performances and several written assignments required. Fulfills the Social Psychological Perspective of the General Education requirements. (Spring semester)

OP 344 Rhetoric of Social Movements | 4 credits
Critical examination of prominent rhetorical texts and events that have shaped political processes and relationships. Application of insights to contemporary contexts and issues. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

OP 357 Leadership | 4 credits
Theory and practice of effective, ethical leadership in contemporary political and organizational settings. Includes theories for organizing and motivating people; cross-cultural applications and issues of diversity; and communication skills for leadership. (Fall semester)

OP 370 Propaganda and Public Opinion | 4 credits
An introduction to theoretical, historical and contemporary issues related to mass media, public opinion, propaganda and audience analysis. Classical and modern conceptions of the public and the functions of public opinion are surveyed. Definitions and theories of propaganda are compared. Case studies of twentieth and twenty-first century propaganda are examined. (Semester varies)

OP 420 Media and Politics | 4 credits
Strategic uses of media for political campaigns. Includes study of political lobbying and advertising, news coverage, campaigns, and media activism. Students will develop campaign portfolio materials. (Semester varies)

OP 421 Political Writing | 4 credits
Emphasis on written texts vital to effective, ethical, strategic political communication. Students will develop critical appreciation for and learn how to write such documents as: speeches, position papers, proposals, news releases, and issue analyses. Includes writing for electronic media. Students will develop portfolio materials. (Semester varies)

OP 422 Politics and Comedy: Subversive Laughter | 4 credits
This course looks at political comedy through the lens of performance studies. Students will survey the history of political commentary by American platform humorists (such as Artemus Ward and Mark Twain), stand-up comedians (Lenny Bruce, Kate Clinton), comedy monologue artists (Spalding Gray, Margaret Cho) and talk-show hosts (Bill Maher, Jay Leno). The course will examine the role of comedy in shaping social and political discourse. Emphasis on developing performance skills. (Semester varies)

OP 471 Topics in Communication | 4 credits
Special topics in the respective program areas of management communication (section A), and political communication (section B) are explored. This number is used for timely, hot topics in a variety of communication areas. Prerequisites: Senior standing. (Semester varies)

OP 475 Capstone in Political Communication | 4 credits
Students will conduct original political communication research projects that integrate theory and practice applied to a specific issue, campaign, or situation. The course is conducted seminar-style, with students reviewing each others' projects. Prerequisites: Senior standing and completion of OP 200 and OP 303.

OP 498 Directed Study in Communication | 2 or 4 credits
Individual academic projects are planned in collaboration with full-time faculty members to meet students' interests that are not satisfied by existing courses. Students must submit a proposal for study that includes learning objectives, evaluation methods, and a bibliography before

a directed study is approved. All proposals must be approved in the semester preceding the semester in which the student wants to complete a directed study. This proposal cannot be a substitute for a course that is in the catalogue. Prerequisites: Permission of faculty member and Chair of the Department of Communication.

OP 499 Internship in Communication | 4 or 8 credits
Students complete field work in the following areas of communication:
OP 499A Internship in Political Communication
OP 499B Internship in Management Communication
OP 499C Internship in Speech Communication

Students may count up to eight credits of internship toward the major requirements. Only juniors and seniors with a current 2.7 GPA are eligible. A 4-credit internship requires 16 hours a week over a 12 week period and a 8-credit internship requires 32 hours a week over a 12 week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed project and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, the semester before the internship, and should consult the Academic Calendar for registration deadlines.

Ethics, Philosophy, and Religion Courses

PH 105 Introduction to Ethics | 4 credits
This course provides an introduction to several of the most important theories on the nature of the good in human conduct. These theories belong to the western philosophical tradition, and include (at least) the work of Plato, Aristotle, Kant, Mill, and others. Fulfills the Ethics and Values Perspective of the General Education requirement. (Semester varies)

PH 110 Ethics and Justice | 4 credits
This course will consider ethical theories and theories of justice, especially those related to questions of economic, criminal, political, and social justice. Fulfills the Ethics and Values Perspective of the General Education requirement. (Semester varies)

PH 112 Religion in Eastern Cultures | 4 credits
This course will study the origin and development of Hinduism in India; Buddhism in India, China and Japan; Taoism and Confucianism in China; and Shintoism in Japan. The study will include the reading of original texts, the development of doctrine in each religious tradition, and the literary, artistic, and cultural impact of each religion on Eastern Civilizations. Fulfills the General Education Global Diversity requirement. (Semester varies)

PH 200 Contemporary Ethics | 4 credits
Contemporary ethical issues such as abortion, euthanasia, capital punishment, and affirmative action are examined in light of major theories of ethics and morals from the history of western philosophy. Fulfills the Ethics and Values Perspective of the General Education requirement. (Semester varies)

PH 203 Special Topics in Philosophy or Value Theory | 4 credits
Topics will be announced prior to each term. May include such topics as: Art and Politics, Media Ethics, Feminist Ethics, Political Philosophy, or Judaism. Fulfills the Ethics and Values Perspective of the General Education requirement. (Semester varies)

PH 204 Environmental Ethics | 4 credits
This course considers philosophical ethics in relation to environmental issues. Topics include: religious beliefs as a foundation for environmental commitments, our duties and obligations toward other species, "deep ecology," ecofeminism, economic imperatives versus environmental concern, and the disproportionate burden of environmental problems borne by certain groups. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 300 Community, Communication and Public Policy | 4 credits
Studies in political philosophy, especially debate between liberalism and communitarianism. (Semester varies)

PH 210 Narrative Ethics | 4 credits
This course will present an overview of classical and modern approaches to ethical theory and uses examples from the worlds of fiction and film to show how ethical theories can be applied. It will connect abstract theory with "real life" through storytelling and story analysis in order to understand and evaluation moral issues. Fulfills the Ethics and Values Perspective of the General Education requirements. (Semester varies)

PH 498 Directed Study in Philosophy/Religion | 2 or 4 credits
This course is intended for students interested in advanced study in specific areas of philosophy or religion. Prerequisites: Completion of any Philosophy course and permission of the instructor and department chair.

Sociology Courses

SO 150 Principles of Sociology | 4 credits
This course introduces key sociological concepts and methodologies that provide pivotal tools for critical analysis of the world in which we live. Students practice critical analyses of structures and agents of power focusing on the roles we play in shaping relationships and institutions in our local and global communities. This course explores our historical biographies that shape our own world views. By bringing history to bear on the present —locating ourselves within historical processes—we identify what shapes our sociological imagination. Hands-on approaches extend learning beyond the classroom walls to ensure that theory is linked to practice. Students learn to do and to live sociology as an integral aspect of their individual and community identities. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 200 Communities and Race Relations | 4 credits
A study of the history and sociology of racial and ethnic groups in the United States, including a consideration of group tensions and aggressions. The course will provide an overview of the social experiences of major ethnic groups who entered the U.S. as well as of selected Native American

societies. Modern issues of inter-group relations will also be examined. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 206 Gender in a Global Perspective | 4 credits
An exploration of gender in a comparative and global context. Framed by interdisciplinary perspectives from sociology, anthropology, psychology, and cultural studies, this course examines the social construction of gender across cultures. Globalization is explored as a web of complex forces shaping our gender-construction activities and institutions. Students learn to analyze course readings and other media, apply these to their own gendered experiences, and compare their experiences with those in other cultures. Sites for analysis range from ordinary daily activities involving work, play and intimacy, to institutional structures such as religion, politics, military, media, and the economy. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 207 Dance, Ritual and Society | 4 credits
A sociological examination of the role played by dance and ritual in creating and challenging societal order in diverse cultures throughout the United Sates and around the globe. Using interdisciplinary and cross-cultural perspectives primarily from sociology, anthropology, and psychology, this course provides an introduction to dance and ritual studies. Emphasis is placed on the impact of dance and ritual practices on both social structure and individual identity. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 208 Visual Society | 4 credits
This course looks at the visual culture of contemporary societies from a variety of sociological standpoints. Social theories of economic and cultural change describe the increasing significance of visual images and the decline of texts, oral communication and face-to-face interactions as media of communication. As a macro-level process, the visualization of culture is considered in connection to economic globalization and a shift from production to consumption economies — a process that is examined in a variety of cases from television and web sites to billboards, clothing and window displays. In addition to sociological readings and discussions, students will undertake a series of visual-ethnographic studies, exploring the effects of visual culture (electronic and digital images, video, film, photography and magazine images) on such social processes as identity, race, sexuality, politics, opportunity, community and tradition. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 300 Social Advocacy and Community Development | 4 credits
Theory and practice of effective, ethical communication on behalf of constituent groups. Needs assessment, resource identification, development (including grant writing), public advocacy, and program review. (Semester varies)

SO 303 Culture and Power | 4 credits
An exploration of the production of culture and meaning in everyday life employing perspectives from sociology of culture and cultural studies. Emphasis in given to subjectivity and

agency and their relation to social structure. The course focuses on the formation and expression of individual and collective identities and the contestation of ideology in every life activities such as eating, dressing, dancing, watching television, and shopping. Students use ethnography to explore the everyday activities that define their sense of selves and power and give meaning to their world while organizing social institutions and processes. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 320 Sociology of Everyday Life | 4 credits
The aim is to familiarize students with sociological approaches to the study of language and social behavior in everyday settings, and to equip them with tools for looking at the world of everyday life in new and rather novel ways. In addition to completing assigned readings and attending lectures, every seminar participant will conduct a study of some specific social setting or familiar features of modern urban life. Here, a premium will be placed on gaining direct experience with the setting or phenomenon in question. Additionally, students will be encouraged to use audio, visual, and/or photographic recordings in their studies, and to present their work at various stages in its preparation. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 360 Deviance and Social Control | 4 credits
A critical examination of various forms of social control and the use of power in constructing normative boundaries, which differentiate normal and deviant perspectives. Special focus on media roles within popular culture. Major areas covered: overviews of differing academic perspectives; specific grand theories evidenced through the sociological imagination; varieties of violent forms; sexual configurations; mental disorders; substance usages; white collar dysfunctions; and governmental-economic forms. Attention to ethical dimensions of choice and change will be accented in each featured subject area through personal self-critique or examination of career roles in chosen media specialties. Fulfills the Social and Psychological Perspective of the General Education requirements. (Semester varies)

SO 498 Directed Study in Sociology | 2 or 4 credits
Individual projects planned in collaboration with the instructor to meet students' specific interests within the Social Sciences. Prerequisite: Permission of instructor and department chair.

INSTITUTE FOR LIBERAL ARTS AND INTERDISCIPLINARY STUDIES

Executive Director, Bogen; Director of Honors Program, Gibson; Scholars-In-Residence Gernes, (Director of New Pathways): Ravetto and Weiskel; Lecturer, Miller.

The Institute for Liberal Arts and Interdisciplinary Studies is a center for innovative teaching and scholarship that draws upon the diversity of Emerson's faculty and students and the different disciplinary, intellectual, and creative interests they represent. Its mission is to promote the interdisciplinary study of the liberal arts, to support faculty development and collaboration leading to curricular innovation, and to advance students' theoretical and ethical understanding of the fields of communication and new communication technologies. Institute programs include the Honors Program, the New Pathways First Year Learning Communities, and Service Learning and Community Action. Through the Institute, students may pursue Individually Designed Interdisciplinary Majors, as well as minors in selected fields of interdisciplinary study. The Institute also offers a wide array of First Year and Upper Level courses in fields of interdisciplinary study, such as Performance Studies, Global Studies, Post-Colonial Studies, Urban Studies and Civic Engagement, Women's and Gender Studies, and Digital Media and Culture.

Honors Program

The Emerson College Honors Program is an intellectual and creative community that provides a four-year, interdisciplinary, collaborative learning experience for undergraduate students of exceptional ability. The program integrates an intellectually challenging liberal arts core curriculum with specialized study in professional fields of communication and performing arts through interdisciplinary seminars, collaborative research projects, and faculty-directed independent study.

The faculty of the Honors Program is committed to the following goals:

- To introduce students to the interdisciplinary study of literature and cultural theory, while addressing issues of power, social action, and cultural diversity in various multicultural contexts and developing strong writing skills.
- To introduce students to the arts, humanities, and behavioral and social sciences from an interdisciplinary perspective, with an emphasis on critical thought, modes of inquiry, and research methods, as well as consideration of the ethics of acquiring and producing knowledge.
- To facilitate the completion of a capstone project which integrates students' theoretical and practical skills. This project prepares students for leadership in fields of advanced study and professional disciplines in a global environment.
- To engage in critical thinking and to promote leadership through community service projects.

HONORS COURSES AND REQUIREMENTS

HS 101 and HS 102 First-Year Honors Seminar | 8 credits

The First-Year Honors Seminar introduces students to the interdisciplinary study of literature and cultural theory while addressing issues of power and ideology in various multicultural contexts. Fulfills General Education requirements.

HS 103 Honors Writing Symposium | 4 credits

The Honors Writing Symposium is taken in conjunction with HS 102 and develops students' skills in research, critical thinking, and writing. The course stresses revision, relies on frequent workshops of student writing, and aims to sharpen students' ability to research, evaluate, and use evidence in a reasonable, convincing way. Each student will write an extended research paper on a topic related to HS 102. Fulfills General Education Communication core requirements. (Spring semester)

HS 201 and HS 202 Sophomore Honors Seminar | 8 credits

The Sophomore Honors Seminar engages students in critical thinking and research about philosophical, cultural, and scientific methods of generating knowledge and their ethical implications. Different areas of inquiry are examined each year. Recent topics have included environmental ethics, evolution, astronomy, and epistemology. Fulfills General Education requirements.

HS 301 and HS 302 Junior Honors Colloquium | 0 credits

The Junior Honors Colloquium is a non-credit series of workshops and special events that provide mentorship while students concentrate on their majors.

Junior Honors Seminar | 4 credits

The Junior Honors Seminar requirement is fulfilled with an upper level course in interdisciplinary studies (IN 200-level or above). The preferred course is IN 370, "Global Studies," which will build upon and extend the interdisciplinary curricula of the First-Year and Sophomore Honors Seminars. The Junior Honors Seminar should prepare students for the Senior Honors Thesis/Project. In the semester prior to taking the course, students must file a report with the Honors Program Office for approval of class choice.

HS 401 and HS 402 Senior Honors Colloquium | 0 credits

The Senior Honors Colloquium is a non-credit series of workshops and special events to provide mentorship while students complete their Senior Honors Thesis/Projects. In both terms, students share their works-in-progress with the Honors Program Director and other Honors Program students.

Senior Honors Thesis/Project | 0–4 credits

At the end of the Junior year, or after completing the Junior Honors Seminar, students file an Honors Thesis/Project Proposal with the Honors Program Director. This proposal consists of a brief statement of the proposed topic along with the signature of the faculty advisor. Forms for completion of this proposal may be obtained from the Honors Program Office. During the first term of the Senior year, students prepare a timetable and a bibliography for the project in consultation with their thesis/project faculty advisor and the Honors Program Director. In April, students present their finished theses and projects in the Senior Thesis/Project Showcase to an audience of Honors Program faculty and students. To obtain course credit for their thesis/project, students may enroll for a Directed Study with an advisor from their area of study (HS 498 Senior Honors Directed Study), they may develop the thesis/project in conjunction with a course in their major, or they may develop the thesis/project independently of any course.

New Pathways First Year Learning Communities

Emerson students have the opportunity to enroll in an innovative program that creates first-year Learning Communities (LCs), linked courses and activities focused on engaging, interdisciplinary themes. The New Pathways Program helps students complete General Education requirements while exploring topics designed to enhance academic majors and minors. Emerson offers five full-year LCs with cocurricular programming that unite students and faculty with common interests around exciting interdisciplinary themes: creative writing, service learning, performance studies, new media design, and marketing communication. Our instructors work together to model inquiry, engage ideas, and challenge students to make connections in the liberal arts tradition. New Pathways LCs are typically clustered around selected Institute First Year Seminars, combining intensive liberal arts study and experiential learning.

The New Pathways Program challenges students to "think outside the box" of the traditional curriculum. For example, students enrolled in the "Writers' Block" LC pursue literary and philosophical inquiry in the classroom, participate in informal writing workshops in a themed residential area, and create the *Writers' Block Literary Anthology*. Other LCs include Digital Culture (new media design and cultural studies), Leadership Through Service (service learning and social advocacy), Performing Cultures (performance studies and critical inquiry), and

Marketing Communication (especially for Marketing Communication majors). True to Emerson's heritage, excellence in writing and public speaking are core pursuits. All New Pathways LCs utilize online technologies to connect our classrooms to the world and our students to each other.

New Pathways Learning Communities feature

- Closely-knit working groups of faculty members and peers
- A variety of living-learning opportunities within residential clusters
- Small, first-year seminars linked to related liberal arts courses
- Topically-designed writing courses
- Fulfillment of General Education requirements
- Enhanced faculty advising
- Integrated online learning environments

New Pathways Learning Communties, 2004-2005

DIGITAL CULTURE

Some people are born with a mouse in their hand. Others are enthusiastic newcomers to the world of technology and culture. New Pathways has an exciting option for both. In the process of making digital media, Digital Culture students investigate the impact of digital technologies on forms of artistic and cultural expression, exploring new media, the culture of the web, graphic design, visual arts, and writing. Digital Culture students strive to balance conceptual understanding, technical knowledge, design principles, and cultural context. Students who choose this LC reside in the Digital Culture residential area (on space-available basis), where beginners and experts share ideas and insights about our increasingly computer-mediated world and build a repertoire of technical and design skills.

WRITERS' BLOCK

Although some see writing as a solitary art, members of the Writers' Block are a close community of new and experienced writers who strive for writing excellence in coursework, workshops, and community events. This LC seeks to ground creative expression in philosophy and literature. Poetry, drama, fiction, and nonfiction are starting points for inquiry, reflection, and creative expression. Students who choose this pathway reside in the Writers' Block residential area (on a space-available basis), participate in informal writing workshops, and produce the Writers' Block Literary Anthology.

LEADERSHIP THROUGH SERVICE: SOCIAL ADVOCACY

If living and learning are, to you, high-impact sports, consider the Leadership Through Service (LTS) Learning Community. LTS features experiential study through fieldwork, documentary exercises, and community-based learning experiences. This LC examines how individuals and interest groups influence power and relationships in a community within the contexts of contemporary urban life, community politics, and social change. Students in this LC practice foundational skills (social advocacy, conflict negotiation, community-level cultural analysis, and grass-roots development) through an interdisciplinary program featuring community-based learning, interdisciplinary humanities, communication, and social science. Students reside in the LTS residential area (on a space-available basis), working together to contribute to society while honing valuable leadership skills. In the spring semester, LTS students participate in an organized service event in the Boston area. LTS students complete many requirements for the major in Political Communication.

PERFORMING CULTURES

Is the entire world your stage? Are you a devotee of the spoken word, stand-up, slams, or performance art? The Performing Cultures LC offers students the opportunity to study performance from aesthetic, cultural, and social scientific perspectives. Domains of study include performance art, performance of literature, cultural performance (such as ritual, parades, and pageants), and performance in everyday life. Performing Cultures students complete many of the requirements for the Performance Studies minor. A variety of residential options are presently available for this LC, including the STAR and Wellness residential areas.

MARKETING COMMUNICATION

The goal of the Marketing Communication Learning Community is to provide an integrated program of linked courses, events, and activities that emphasize excellence in persuasive and informative communication. Students and faculty work together toward a common mission: to prepare professional communicators who are creative, strategic, and ethical—who understand the power of communication to influence attitudes and behaviors. Through team building, service projects, informal workshops, and professional-level experiences, the Marketing Communication LC strives to develop the student as a lifetime learner. Declared Marketing Communication majors have first priority in enrollment. Other first-year students will be admitted on a space-available basis.

For more information about the New Pathways Program contact Dr. Todd S. Gernes, Director, by email at: *new_pathways@emerson.edu.*

SERVICE LEARNING AND COMMUNITY ACTION

The Office of Service Learning and Community Action coordinates academic and co-curricular programs in service learning with the goals of promoting civic engagement, enhancing pedagogy, meeting community needs, and preparing students for their lives and careers in a diverse society. In collaboration with faculty, students, and staff from across the College, the Office of Service Learning and Community Action promotes and supports service-learning, co-curricular service projects, service work-study, social activism, and other opportunities for meaningful, reflective, and engaged community involvement. For more information about service opportunities at Emerson contact: Jennifer Greer, Coordinator, Office of Service Learning and Community Action, 120 Boylston Street, Room 505, (617) 824-8266, or email *jennifer_greer@emerson.edu.*

IN 346 ACT (Action for Community Transformation) Leadership Seminar | 1 credit

The ACT Leadership Seminar is a non-tuition credit opportunity that enhances students' experiences providing direct service in the community with workshops on leadership, organizing, and advocacy. In addition to the workshops and direct service, ACT Leaders will organize "campus impact" initiatives and advocacy efforts related to their direct service.

INDIVIDUALLY DESIGNED INTERDISCIPLINARY MAJORS

An individually designed interdisciplinary program (IDIP) is a major program of study in a well-defined area of interest consisting of courses from two or more academic departments. In certain cases, a student could combine courses from one academic department and from a recognized area of concentration within the Institute. Students design an interdisciplinary major program in consultation with faculty members from the different departments where the coursework is based. The student's course plan for the major must include a minimum of 40 credits for the BA and 56 credits for the BFA. To be eligible, students must have a cumulative GPA of 3.0 or higher at the time of application, and they must complete a petition for an interdisciplinary major program and have it approved by the IDIP faculty committee before beginning their junior year. Petitions, with rules, submission dates and instructions are available from The Office of the Executive Director, Institute for Liberal Arts and Interdisciplinary Studies, 120 Boylston Street, Room 509. Petitions are due in the Director's office by November 1st (for the Fall) and March 1st (for the Spring).

INTERDISCIPLINARY MINORS

Through the Institute, students may pursue minors in selected areas of interdisciplinary study. Interdisciplinary minors give students the opportunity to explore an area of academic study in greater depth, from multiple disciplinary perspectives, over a period of several semesters. Students interested in pursuing an Interdisciplinary Minor should consult with their advisor and the Executive Director of the Institute for Liberal Arts and Interdisciplinary Studies. Students may count up to eight credits from the General Education curriculum toward the minor. Following is a list of the requirements for minors currently offered by the Institute:

WOMEN'S AND GENDER STUDIES MINOR

At least 16 credit hours in courses designated as fulfilling the Women's and Gender Studies Minor. The core course, IN 200: Introduction to Women's and Gender Studies is required. For the remaining 12 credits, students may choose from the following classes:

IN 125	Topics in Women's and Gender Studies
IN 306	Masculinities
IN 370	Topic: Third World Women, Media and Globalization only
IN 404	The Evolution of Queer Identity: History, Literature, Theory
LI 210	American Women Writers
LI 396	International Women Writers
LI 423	Topic: British Women Writers only
LI 436	Cultural Criticism
MA 360	Media Criticism
MA 464	Topic: Women and Cinema only
MA 568	Feminist Media Criticism
PH 203	Special Topics in Philosophy: Feminist Theory
SO 206	Gender in a Global Perspective
SO 352	The Family and Sexual Communication
PS 230	Psychology of Women
TH 205	Dress Codes: American Clothes in the 20th Century
TH 503	Topics in American Theatre and Drama

POST-COLONIAL STUDIES MINOR

At least 16 credit hours in courses designated as fulfilling the Post-Colonial Studies Minor. The minor offers students the opportunity to acquire a deeper understanding of the non-Western tradition. The aim of the minor is to provide both a conceptual and a historical understanding of the consequences of imperial expansions. To maximize the experience of the minor, it is strongly recommended that students choose classes that cover texts from diverse geographical locations. It is also strongly recommended that students choose classes that approach the subject matter of postcoloniality from different disciplinary perspectives.

The core course, IN 203: Post-Colonial Cultures is required. For the remaining 12 credits, students may choose from the following classes:

IN 104	The Caribbean Imagination
IN 142	African Civilizations
IN 205	Exile and Global Citizenship
IN 370	Topics: Global Studies
LI 381	Introduction to World Literature
LI 396	International Women Writers
LI 423	Topics in World Literature
LI 491	Latin American Fiction
MA566	Post-Colonial Film
MA473	Transnational Asian Cinemas
MU 203	Perspectives in World Music
SO 230	Third World Politics and Culture
TH 311	World Drama in its Context I
TH 312	World Drama in its Context II

PERFORMANCE STUDIES MINOR

At least 16 credit hours in courses designated as fulfilling the Performance Studies Minor. The minor offers students the opportunity to study performance from aesthetic, cultural, and social scientific perspectives. The performance domains included within the scope of the minor are performance art and performance of literature, cultural performance (such as ritual, parades, and pageants), and performance in everyday life. The aim of the minor is to combine the theory and practice of performance from multiple disciplinary and interdisciplinary perspectives. The core course, IN202: Performance as Cultural Criticism is required. For the remaining 12 credits, students may choose from the following classes:

DA230	Dance I, Technique and Theory (permission Performing Arts)
IN123A	Ritual and Performance
IN138	Staging American Women: The Culture of Burlesque
IN402	Living Art in Real Space
IN404	Queer Identity
IN405	Moving Out, Moving In
LI436	Cultural Criticism
MA362	Studies in Digital Media and Culture
MA547	Aesthetics and History of New Media
OP264	Oral Presentation of Literature

SO207 Dance, Ritual and Society
TH525 Theatre and Community I
TH526 Theatre and Community II

Students may also choose special topics courses and seminars when the following topics are offered:

LI423/TH411 Topics:World Literature/Dramaturgy: Absurd and Avant-garde Theater and Narrative
TH411 History of Acting
TH411 19th Century Popular Entertainment
PA471/PA472 Production Project: Puppet Performance Project
TH315 Topics in Contemporary Theatre: Performance Perspectives
TH411 Performance and Culture
TH514 Theatre Studies Seminar: Politics and Performance

FIRST YEAR COURSES IN INTERDISCIPLINARY STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies offers a selection of courses designed specifically for first year students. These courses are designed to provide students with a rich and exciting introduction to academic life at Emerson. All first year courses are small in size and emphasize critical reading, writing, and speaking skills. These courses also emphasize topics, assignments, and instructional approaches that are geared toward the academic demands of the first year and reflect emerging perspectives in the interdisciplinary study of the liberal arts.

All incoming first year students and all transfer students (with fewer than 16 credits) are required to take one course at the Institute during their first year of study at Emerson. All of the 100 level IN courses fulfill the Interdisciplinary Perspective of the General Education requirements. First year courses offered during the 2004-2005 academic year will include:

IN 104 The Caribbean Imagination | 4 credits

The Caribbean Imagination explores conceptions of the Caribbean in the European imagination and the imagination of the African Diaspora. Beginning with the letters of Christopher Columbus to the Spanish Crown, we will look at formulations of the Caribbean Imagination by essayists, novelists, and filmmakers from Caribbean nations in the twentieth century. We will examine the figure of Caliban as conceived by William Shakespeare and proceed to the conception of Caribbean peoples by thinkers such as Aimee Cesaire, C.L.R. James, Frantz Fanon, Kaman Brathwaite, and Roberto Fernandez Retamar. These historical essays will be read in conjunction with fictional and cinematic renderings of the Caribbean experience during the second half of the 20th-century.

IN 108 Love and Eroticism in Western Culture | 4 credits

Love is said to move the world and define our relations with ourselves, with one another, and with everything that enters into the universe of our concerns. But what is love and why does it promote the most selfish as well as the most self-sacrificing of behaviors? What accounts for the rich diversity in kinds of love? And why are we capable at times of loving knowledge, God, nature, or objects even more than other humans? This course examines the meaning of love and the manner in which love and eroticism have affected the understanding of human experience in western civilization. Readings will include philosophical, literary, and poetical texts. In addition to textual materials, this course will offer students the opportunity to become acquainted with representations of love in paintings and films in light of related philosophical ideas.

IN 111 The City | 4 credits
This course examines the development of the modern city, focusing on the vast migrations during the industrial revolution of mostly rural, agrarian populations to the large urban centers of today. We will discuss the impact of urbanization on politics, perception, and the spiritual dimension of human life. Against this backdrop, we will examine conceptions of the postmodern city that have emerged in the late 20th century with a focus on the collapse of modernist ideals of architecture and urban life (symmetry, rationality, and political and intellectual enlightenment) and the emergence of a brave new approach to the politics, philosophy, and design of the city. This discussion will draw upon primary texts from the disciplines of sociology, urban planning and architecture. Course work will include weekly assignments, a formal essay, and a group project involving fieldwork in the city of Boston.

IN 115 Digital Culture | 4 credits
The aim of this course is to introduce students to the theory and practice of digital communication and new media technology. Lectures, discussions, and readings address topics in the history of media and the impact of digital technology on work, contemporary culture, knowledge creation and acquisition, and the creative process. Students also receive training in on-line communication, internet navigation, information retrieval, multi-user interactive environments, and hypertext and hypermedia authorship. Assignments are designed to extend students' practical understanding of these technologies while providing critical tools for evaluating the social, political, and aesthetic decisions involved in the use of digital media. Topics in recent years have included: Visions of Cybersociety, The Politics of the ImageNation, News from Nowhere, Making Media in the Digital Age, Mediamorphosis, and Gender and Technology.

IN 116-7 Ways of Knowing: Philosophy in Literature | 4 credits
What is it we ask of literature when we recognize its philosophical meaning, its historical importance, and its aesthetic value? And what is it we ask of ourselves when we decide to read literature? The purpose of this course is to introduce students to the experience of reading literature by asking how literature can be used to reflect on human experiences and provoke our established ways of responding to the world. In addition to issues dealing with the interpretation of texts, the evaluation of aesthetic style, and the reconstruction of historical context, students will have the opportunity to develop the requisite skills enabling them to respond effectively to literature; writing about literature is essential for the effective reading of literature. Throughout this course students will continually be challenged by the truth of the remark that 'in literature there are no answers, only questions.' The course is organized around four themes that define the range of human experience in modern history as explored and represented by four major works of literature. The themes are 'life in truth', 'forbidden knowledge', 'absurdity', and 'guilt and insignificance.'

IN 117 Representing Place in Science and Culture: New England | 4 credits
This course will address the interrelationships between the ecology, history, sociology, arts and literature that comprise the historical and physical place called "New England." We will explore the rich history and current state of affairs of New England through a combination of readings, field experiences, class discussions, and lectures. An introduction to the physical geography of New England (its mountains, rivers, seacoasts, forests, wetlands and barrens) will provide the foundation for an exploration of its cultural history. With readings drawn from the writings of the early English-speaking colonists, perspectives on the relationships between belief, science, the "protestant ethic," the spirit of market capitalism, and patterns of resource use will be examined. Influential mid-nineteenth-century New Englanders George Perkins Marsh and Henry David Thoreau will be discussed. Economic development, changes in land-use, and the impact of these changes on New England's sense of regional identity will also be explored.

IN 118 About Faces | 4 credits
People's faces play a pivotal role in their social world. Beginning at birth and continuing into old age, people's faces convey social messages and guide social interactions across diverse domains of social interaction. Why do faces command such social attention? This course will explore this question looking both to scientific research and theory, and to the visual and graphic arts for answers and insights. Main topics to be covered in this course will include: the interpretation and expression of emotions, the perception of beauty and the halo of attractiveness, the perception of age, the perception of character and personality development, facial appearance and social influence, and self-identity.

IN 123 Visiting Scholar Topics: Ritual and Performance | 4 credits
This interdisciplinary course offers students the opportunity to explore the role of ritual and performance in our lives and in our communities through a variety of modes of inquiry including reflective, critical reading, journal writing and ethnography. Students work in groups to gain in-depth knowledge and first hand experience of ritual and performance in community sites they select for intensive study. Topics and sites selected by students might include ritual and performance in such areas as: dance, sport, politics, protest, religion, theatre, media, technology, travel, writing, dressing, and eating. This course links theory with practice by introducing rich, eclectic, and interdisciplinary theoretical material (ranging from the anthropology of Victor Turner, to Richard Shechner's work on performance, and Mihaly Csikszentmiahly's psychology of experience) and applying it to students' practices in ritual and performance. Guest speakers, fieldtrips, film, and the internet will expand the classroom walls in applying this material to lived experience.

IN 123 Visiting Scholar Topics: American Dream/Global Nightmare | 4 credits
For the last half century American society has organized itself around the desires and obsessions of the American consumer. Cars, gadgets, chemicals, and cosmetics have been mass-produced to meet the seemingly insatiable demand for more, bigger, better "stuff." The impact of the "American Dream" on the landscape has been dramatic as well. Housing subdivisions, office parks and shopping malls sprawl across the countryside as people purchase cars, vans and SUVs to pursue their version of the American Dream on the rapidly expanding periphery of American cities. Though some aspects of the American Dream are seen as attractive in the

rest of the world, it is becoming widely understood that the pursuit of this dream creates economic, social and ecological problems on a global scale that the world cannot afford. Moreover, this land-expensive, energy-intensive and resource-wasteful form of human activity cannot be sustained much longer in America itself. In short, it is becoming increasingly apparent that the pursuit of the American Dream in the form it has been known for fifty years is leading to global devastation. Can Americans awake from this consumer-driven dream in time to avoid the consequences of this global nightmare?

IN 123 Visiting Scholar Topics: Cultural Constructions of Identity | 4 credits
What is identity? How can we speak about identity philosophically? What is the philosophical status of appearances, such as whiteness, blackness, yellowness, and brownness? Is identity a quest for recognition - if so, a recognition of what? Are gender and sex quests for recognition? Can groups, as opposed to individuals, legitimately fight to be recognized by governments? How do groups articulate this struggle? These are some of the questions that the course addresses. The project of this seminar is to explore the complex relations between different modalities of identity, focusing on race, ethnicity, gender, sexuality, religion, and nationality. Many individuals and groups assert their identities without articulating convincing arguments. Indeed, it is often assumed that such individuals need not defend their rights; that one's own identity is a private matter that does not tolerate any intrusion. This seminar will examine the bases of these belief systems through a series of theoretical perspectives and historical readings.

IN 123 Visiting Scholar Topics: News from Nowhere | 4 credits
Increasingly in recent years the news media have become the subject and object of news reporting. The news we are now exposed to on a daily basis is substantially different from that which informed people only a few years ago. The growing merger of commercial news media and the Internet has created an enormous boom in the national and international flow of news and information. Never before has it been possible for so many people to obtain so much information on so many topics with such ease and immediacy. In this course we will explore many of the troubling questions posed by this emerging social and technological news infrastructure.

IN 126 Literature of Extreme Situations | 4 credits
How are human identities shaped, transformed, distorted and annihilated by extreme personal and social experiences? How does the representation of extreme situations affect our experiences as readers, witnesses, and audiences? These two questions will guide the reading and discussion in this course. Although extreme situations may encompass an enormous range of possibilities, we will explore these questions by focusing primarily on literary works that represent central existential issues of their times—issues involving the psychological integrity of the individual and the continuity of the community (Sophocles' Oedipus Rex, Shakespeare's King Lear, Spiegelman's Maus I). These works will be read and discussed from literary, historical, and psychological perspectives, emphasizing the intersections of these disciplines. Course materials will include literary texts (fiction, poetry, and drama), psychological texts, and other media, such as films and music.

IN 127 Representing the Real: Documenting History in the United States | 4 credits

History is often presented as a collection of dates, events, people and ideas. However, these facts only take on meaning and liveliness through historical inquiry, imagination, and interpretation: assembling primary sources, asking questions, providing a context, developing a point of view, and finding a voice. History is more than an assemblage of facts; thinking historically involves critical processes of reading, reflection, and communication. This course will introduce students to the historian's craft, drawing on the abundant cultural resources available in the City of Boston (libraries, archives, historical societies, museums, monuments, and architecture). As interdisciplinary historians of American culture, students will draw on primary and secondary sources in a variety of forms, including rare books and manuscripts, artwork, literature, still photography, film, radio, and new media. In this course, we will not only consider the ways in which technological developments and documentary styles have impacted our historical understanding, we will acquire the skills and theoretical background to represent the real by documenting the past.

IN 130 Exoticism in Literature and Art | 4 credits

Exoticism, the "charm of the unfamiliar," is a concept that might be applied to anything—a rainforest flower, a skyscraper, and a person of any ethnicity—depending on who is beholding it and how unfamiliar it is to them. In literature and art, exoticism is a representation of one culture specifically for consumption by another culture. It is the specific relationship between the artist or author, the subject, and the intended audience that creates the essence of the "Other" and the fascination with the foreign. This course attempts to address this history of exoticism in Literature and Art. It begins with an exploration of the colonial fascination with the exotic—with foreign landscapes, customs, and cultures—in 18th- and 19th-century fiction, non-fiction, and painting. We will then move on to contemporary representations of exoticism, including photography and auto exoticism. There will also be discussions of film, television, pornography, and performance art. The approach to this subject will be interdisciplinary, involving various written and visual media (literature, painting, photography, advertising), with students engaging in a variety of approaches to the study of exoticism, both critical and creative.

IN 134 Local Action/Global Change | 4 credits

In this course students will investigate and analyze the theories and practices that surround several key social issues, which impact the local community and communities around the world. Through the linking of theory, local issues, and cross-cultural contexts, this course will demonstrate not only the strengths of community involvement and local resources, but also the potential for enacting change on a global scale, one community at a time. The seminar will provide students with a forum for exploring the backgrounds and responses to social problems through a variety of disciplinary lenses, including anthropology, philosophy, political science, and human geography. The course project work will then enable students to utilize ethnographic methods to identify an issue of interest related to this material in the surrounding community, engage in participant observation, practice visual and written documentation, and finally, critically analyze the problem and make recommendations for an action plan.

IN 135 Ways of Seeing | 4 credits

What does it mean to see? How is meaning made in visual culture? How do paintings, photographs, films, advertising and new media reflect and shape how we define ourselves and how we interact with others? This interdisciplinary course explores visual experience and visual representation from the perspectives of philosophy and contemporary cultural studies. The focus of the course will be on the interaction between the media and global cultures, and on the aesthetics and politics of "seeing" in contemporary society. Students will work individually and collaboratively on projects that combine creative and critical approaches to the study of visual culture. Topics to be covered include: classical and modern ways of seeing, the language of film and television, advertising, hyper-reality, spectatorship and the gaze, and surveillance and the culture of technology.

IN 136 Behind the Headlines: The Culture of International News | 4 credits

This course will explore how the news media present the world to the public and how that affects how the public sees the world. It will examine cultural representation and history through international news. It will explore how political, technological and cultural forces shape the making and dissemination of international news. It will delineate the principles that guide the news media in determining the type of information provided to the public. It will outline how public perception of international issues is shaped by the words, images and stories disseminated by news media organizations. This course also examines the historical and political context of key international issues ever-present in the news media today.

IN 137 Boston's Movers and Shakers | 4 credits

This interdisciplinary course provides students with the opportunity to explore what it means to be a stakeholder in a civic culture working with others to mobilize resources to address an urban community need. Specifically, it provides students the opportunity to study different forms of urban community leadership and civic participation in Boston ranging from neighborhood community organizing efforts at the grassroots level to resource mobilization at city, state, and national political levels. Course readings draw from literature in politics, sociology, social work, communication, organizational change, anthropology, performance, ritual, and cultural studies, specifically looking at community organizing and development, civic culture, social capital, and resource mobilization. Readings provide the theoretical framing for biweekly class field visits to diverse community sites in which community groups are working for social change. Students use ethnography, including intensive interviews with community leaders—Boston's movers and shakers—to understand not only the complexities of different community issues but also the range of roles possible for civic participation throughout Boston.

IN 138 Staging American Women: The Culture of Burlesque | 4 credits

From the late nineteenth through the early twentieth century, the American theater presented images of women never before seen on the legitimate American stage—images which parodied gender roles and relationships, celebrated the highly controlled social and cultural power of the female form and demeanor, and forecasted an entire range of interwoven performative and visual arts designed to elaborate, explore, and exploit American ideologies of sex and gender—from Ziegfeld girls, to the pin-up art of Alberto Vargas, to the early sexploitation films of Sonney and Freidman. This course will investigate and trace the roles and images of women presented in vaudeville and burlesque of the late nineteenth and early twentieth centuries, and their offshoots. Studying the cultural contexts and performance contents, students will learn how ideas about gender were performed in the burlesque genre and the powerful role they played in shaping dominant ideologies.

IN 139 Art? History? | 4 credits

How do history and art shape our sense of ourselves? Can histories end? Can art? What would it mean if they did? Recently, the philosopher Arthur Danto has argued that art, and so its history, can be thought of as in fact over, in the wake of Modernism. This course will begin with the question(s) of what and how art and history have meaning in a postmodern world, generating answers via a mix of theoretical discussion and examination of actual cases. It will then address Danto's thesis that art and history have come to an end. Finally, it will ask, "So, if art and its history are understood as over, then...what? Readings will be drawn from diverse fields, including the philosophy of art, historical theory, art history, psychology, ethnology, and sociology/anthropology.

IN 140 Good and Evil: Investigating Aggression and Altruism | 4 credits

Throughout history, great thinkers have explored the nature of humanity based on their observations of human behavior occurring around them. Observations of acts of extreme cruelty and extreme kindness have led to questions regarding the capacity for good and evil in human beings. Are we by nature good or evil? Or, is the capacity for goodness and evil something that is learned, socialized, or somehow imposed on us by the societies we have created? This course will investigate the nature of aggression and altruism using a multidisciplinary approach to understanding humanity and the concepts of good and evil. We will begin with a review and discussion of major philosophical ideas regarding good and evil. We will then examine various examples of aggressive and altruistic behavior both in today's society and throughout history. Topics will include analyses of genocide, youth violence, gang violence, and other criminal behavior, as well as an exploration into the characteristics of helpers, bystander intervention during emergencies, charity work, and volunteerism. Readings will be drawn from the fields of psychology, philosophy, sociology, history, and biology.

IN 142 African Civilizations | 4 credits

What is Africa? Where is Africa? Who is African? These are geographical, cultural, and existential questions. Does Africa end at the coast or include the Islands and the Diaspora? What is the meaning of a white Africa and a black Africa in relation to Western civilizations? If Africa is the cradle of humanity, are we all Africans? This course provides a general introduction to interdisciplinary African studies considering aspects of history, archaeology, anthropology, politics and literature. We shall discuss such topics as religion and cultural life; political and economic history; diasporas; and post-coloniality. The course will be divided into three main sections. First, "Ideas of Africa" will focus on how Africa is represented–geographically, politically, psychologically—and how Africans have responded; second a historical and geographical focus on a number of "African Civilizations" will counter the nineteenth century philosophic idea that Africa has no history; and third, by reading modern West African writers and film makers we will consider African public intellectuals as critics of colonialism and post-colonialism.

UPPER LEVEL COURSES IN INTERDISCIPLINARY STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies offers upper level courses that explore emerging topics in interdisciplinary studies and emphasize the value of multidisciplinary approaches to a range of topics in the Liberal Arts. All of the upper level IN courses, except IN498, fulfill the Interdisciplinary Perspective of the General Education requirements. Following is a list of upper level courses that are offered by the Institute:

IN 200 Introduction to Women's and Gender Studies | 4 credits

This course is an introduction to the interdisciplinary field of Women's and Gender Studies. It emphasizes understanding the "common differences" that both unite and divide women and men. By examining how womanhood has been represented in myths, literature, ads, culture in general, the course's aims are: 1) to explore how gender inequalities have been both explained and critiqued, 2) to study the cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality, and 3) to address the historical role of feminism in the rise of gender studies. Ultimately, it poses the central paradox of contemporary thinking: the necessity to make gender matter and not matter at the same time.

IN 201 Community Involvement/Service Learning | 4 credits

This course enables students to volunteer their time and skills to non-profit community organizations and engage in critical reflection about their experiences through readings, class discussion, and reflective analysis. The course readings provide concepts and theories from a range of disciplines, including literature, psychology, social and political science, that students may find helpful in analyzing their on-site experiences. Students will also gain an awareness of different modes of inquiry such as the case study method in psychology, statistical analysis of survey research in political science, and ethnographic fieldwork. Finally, students will explore the value of different forms of literary and analytical writing in representing and reflecting on the service-learning experience and its relationship to social activism.

IN 202 Performance as Cultural Criticism | 4 credits

This course explores performance as a mode of communication within and across culture(s). We begin by discussing performance as an ideologically and culturally communicative activity. We then consider examples of performances that are specifically intended as cultural criticism and, in particular, examples of solo performance art. In addition to discussing and critiquing the performances of working artists, we will construct and present performances ourselves. The process of composing, presenting, and evaluating a critical cultural performance will provide an opportunity to synthesize course concepts and to develop skills for creative rebellion.

IN 203 Post-Colonial Cultures | 4 credits

This course examines the historical, socio-economic and ideological contexts within which twentieth-century post-colonial cultures have been produced and are negotiated. Providing both geographical coverage and theoretical frameworks, it examines cultural production from formerly colonized nations. The aim of the course is to familiarize students with both the primary material and the critical contexts within which those materials can be read and understood. Possible topics in the Post-Colonial Cultures course include: 1) African and African-Diaspora Film, 2) Transnational Chinese Cinemas, 3) Latin American Testimonial Literature,

4) West-Indian Literature, 5) Transnational Culture Studies.

IN 204 Minds, Media and Technological Change | 4 credits
This course interrogates the roles communications media (from etchings on cave walls to full immersion virtual realities) play in the formation of personal identity, self-consciousness, and consciousness of each other as social actors. In the process we will consider the cognitive skills and habits necessary for gaining fluency or "literacy" in each of the respective media addressed, including print, radio, television, computers, the internet, cell phones and other personal and mass communication technologies. More broadly, the course is an investigation into how conceptions of self, society, aesthetics, morality, and "culture" are established and maintained vis-à-vis a number of different modes of communication. After successful completion of this course students should possess a critical understanding of the many ways in which communication technologies have altered and continue to change all of the conceptions mentioned above.

IN 205 Exile and Global Citizenship | 4 credits
In this course, we will consider multiple, interdisciplinary approaches to the current debates about exile and citizenship and the tangled identities that result from post-colonial/post-war migrations. We will explore the unstable continuum between location and identity, and discuss the impact of independence, war, and globalization on national, cultural, social, ethnic, racial, gender, and sexual identities. Through postcolonial, psychoanalytic, and global perspectives, we will examine issues of agency and responsibility alongside the plurality of (re)visions and (re)configurations that our various experiences of belonging, unbelonging, ambivalence and in-betweenness make possible. Alongside key theoretical texts drawn from such disciplines as sociology, cultural studies, political science, psychology, philosophy and history, we will examine cultural texts such as literature, film, art and photography.

IN 220 Nationalism, Multiculturalism, and Identity | 4 credits
This course addresses the issues of Culture, Interculturality, Multiculturalism and Transculturality in the contemporary societies of the United States and Eastern Europe. It focuses on two issues: the rise of the nation in Eastern European societies, and cultural pluralism in American society. While in the United States a nationalistic paradigm has often existed in productive tension with a multicultural one, in Eastern Europe, this paradigm has led to nationalistic and often mono-cultural societies. This course adopts a perspective that is both multicultural and interdisciplinary in an attempt to question some of the leading assumptions underlying cultural identity and the constitution of "the West."

IN 221 Film and Postmodernity | 4 credits
The intent of this course is to engage students in a cultural study of the relationship between film and the post-modern conditions of social order. Films construct images about social reality. In this course, the ways in which these images present and interpret this relationship will be examined from the standpoint of post-modernism. Students will learn how to view films analytically, and how to apply cultural analysis to the post-modern conditions of social order. We will explore the shifting and interdisciplinary relationships between film, film criticism, and cultural analysis, and between writing and film as contemporary media forms.

IN 223 Blacks, Whites, and Blues | 4 credits

This course is an exploration of topics in U.S. social history and race relations, and of blues culture as a reflection of social change. The course will present historical and literary materials relevant to African American social and economic development, as well as white American cultural and social development in 20th century America. The blues songs of a broad range of artists and bands will enhance these historical and literary materials. They will underscore the oral-expressive nature of African American culture, its relationship to social experience, and its influence on mainstream American culture. At the end of this course, students will have a better appreciation for the connections between the history and the songs of a people, and of the way in which American social/musical culture developed from a shared experience. This course will promote an understanding of a range of historical topics, including the plantation South, migration, urban adaptation, experience of women, New Deal and 1960s Counterculture politics, and the influence of blues culture internationally. This course also will explore a range of humanities themes in the blues, including alienation, sexual assertion, despair, and resistance.

IN 303 Poetry and Song | 4 credits

This interdisciplinary course integrates two of the most often combined areas of expression: words and music. By bringing together the perspectives of poetry and musical composition, students are introduced to the many ways in which these two disciplines can combine in theory, history, and the practice of classroom exercises. The course ends with a concert or "musical evening" presentation of songs written by the students, and showing the different ways of combining these two art forms. The course is open to anyone who writes songs and/or poetry or is willing to try. MU152, MU252 and WP212 are highly recommended as prerequisites but not required.

IN 306 Masculinities | 4 credits

Adopting critical/cultural studies, sociological, and media studies approaches, this course will explore and problematize how various forms of masculinities are signified in and through popular culture, how nationalist discourses are gendered and are bound up in masculine identities, how the gender of the audience is implicated in such processes, and how such constructions and representations both shape and are shaped by the larger social, cultural, racial, economic, and political contexts. Focusing on both theoretical critiques and practical interpretations of masculinities, the course will examine such media and popular cultural venues as film, video games, Japanese anime, wrestling (including sumo), sports, music and various television genres. Particular topics addressed in lectures, discussions, screenings, and (multi-media) student presentations include: Theories of Gender/Defining Masculinity; Female Masculinity; Masculinity, Nation, and Globalization; Masculinity and Sports, Video Game, and the Action Cinema; Male Body and Sexualities; Constructions and Intersections of Racial and Sexual Differences; and Performing Masculinities.

IN 309 Consumption, Visual Culture and the Changing City | 4 credits

The emergent global city, unconstrained by more traditional geo-political boundaries, most profoundly impacts the lives of contemporary people: as urban change accelerates, new aesthetic canons evolve, local economies are increasingly replaced by transnational flows of capital, and daily life in the city becomes increasingly mediated by new market forces. In this atmosphere has arisen consumption not just of goods, but also of experiences, images, history, culture, memory, and identity. This course aims to bring together theoretical accounts of this transition and empirical studies of its manifestation in urban contexts, with an emphasis on the experiences of Bostonians. Through their encounters with a range of primary texts representing contemporary dialogues on social change, visual culture, and their contemporary manifestations; together with studies of daily life in Boston; students will develop their analytical skills and aesthetic and interpretive sensibilities.

IN 310 The City and the Sprawling of America | 4 creditss

This course is designed as an interdisciplinary introduction to the phenomenon of "sprawl" and its economic, political, and social consequences for contemporary America. The course has three main objectives. First, the course will introduce students to the history of sprawl in post-war America, emphasizing the interconnected economic, social and political forces that facilitated suburban sprawl. Second, the course will focus on selected case studies of sprawl in specific regions around Boston. Finally, the course will survey and analyze the wide range of policies that are now being proposed by citizen groups and government agencies to counteract sprawl both in greater Boston and throughout America as citizens rediscover and are learning to revalue the city centers they had so long neglected. Particular attention will be devoted to proposed strategies for "smart growth" forwarded in several areas of the country as examples of how America is overcoming problems of sprawl and reviving its city centers.

IN 370 Topics in Global Studies | 4 credits

Global Studies promotes an understanding and appreciation of the peoples, cultures, and diversity of the world. Topics in Global Studies courses include an examination of the causes and consequences of globalization viewed from an interdisciplinary perspective. The focus of these courses includes an assessment of the impact of globalization on the economic, political, social, cultural and natural environments of nations, regions, and the world. Issues addressed in these courses will include the impact and uses of technology (such as contemporary media) on cultural production, cultural diversity and "multiculturalism," and disparities in power and control among nations and peoples. Approaches to these issues may include human responses to globalization, including the ways we think about the world, as well as regional and cultural differences in responding to globalization. Topics may differ from year to year. Past topics have included: Global Cities, Third World Women, Media and Globalization, Globalization and Its Discontents, and The Global Event. Satisfies the General Education Global Diversity requirement.

IN 374 Topics in Interdisciplinary Studies | 4 credits

Rotating topics that explore interdisciplinary fields such as performance studies, European studies, women's and gender studies, or urban studies/civic engagement. May be repeated for credit if topic varies.

IN 401 The Media and the Holocaust | 4 credits

This course focuses on mainstream and alternative media's responses to information about the Holocaust and its aftermath through film, radio, television, and print media. We'll have the opportunity to speak with Holocaust eyewitnesses and survivors. Students will pursue individual areas of interest with research projects. The course concludes by considering what the media should be doing today to prevent continuing genocide.

IN 402 Living Art in Real Space: Multidisciplinary Art and the Collaborative Process | 4 credits
In this course we will explore the nature of artistic collaboration through researching, reading, writing, and experiencing the collaborative process, with a primary focus on experimental, interdisciplinary processes and presentations. The goals of the course are to examine, explore and develop an understanding of, and successful working methods for, artistic collaboration. Through lectures, videos, slide presentations, artist talks, student research presentations and in-depth experiential processes, we will address how different creative disciplines illuminate one another; how individual interests, skills and methods inform one another in the context of a collective undertaking. This course will culminate in final, public presentations of multi-disciplinary work by each of the collaborative groups in the class, and documenting and mapping the methods and process of these collaborations.

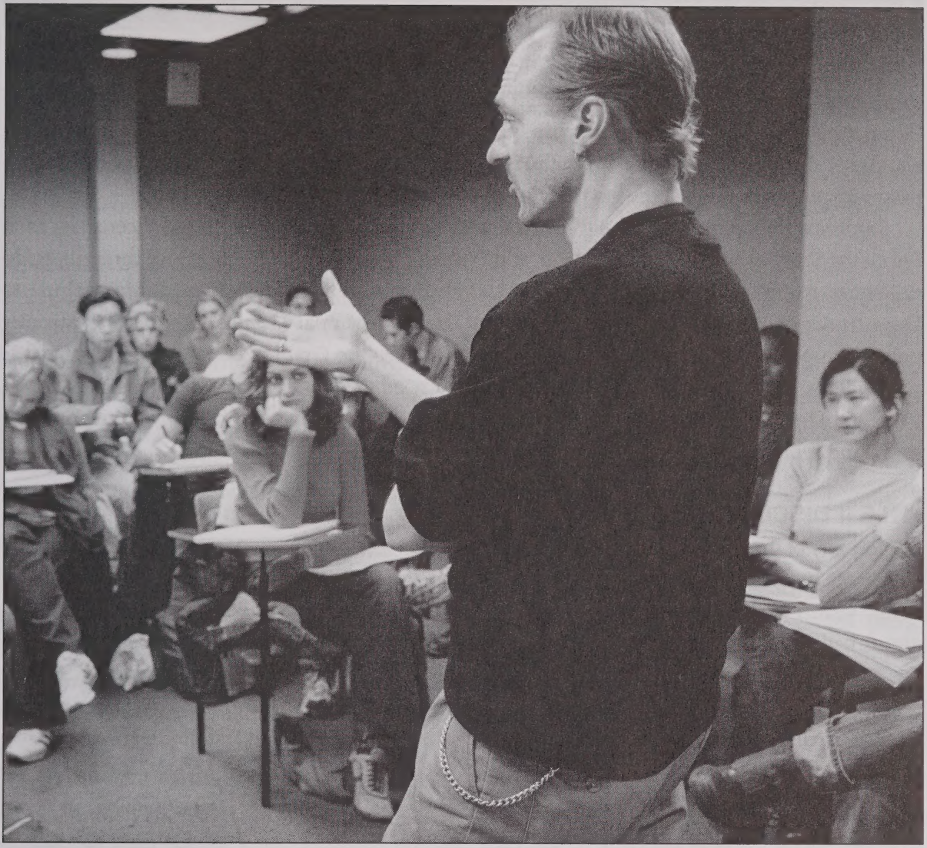
IN 403 The Shock of the Old: Representations and Renaissance Culture | 4 credits
The aims of this course are twofold. First, by tracing themes of identity and difference, meaning and paradox, accommodation and strife, through a variety of Renaissance texts, including drama, poetry, painting, music, other visual media, and the speculative essay, we will explore "period" attempts within these media to formulate vocabularies of representation and affect. Second, the course will direct attention to the relation of our own interpretive practices and assumptions to the thematics of Renaissance representation through students' own written and oral exercises and through the examination of modern critical and artistic representations and (re)interpretations of Renaissance texts.

IN 404 The Evolution of Queer Identity: History, Literature, Theory | 4 creditss
This course provides an in-depth exploration of the evolution of queer (gay, lesbian, bisexual, transgender) identity and culture. Through the lens of historical, literary (fiction, poetry, drama, autobiography), and theoretical readings, as well as a variety of films and other audio/visual media, students will be introduced to the relationship between these fields, and how they intertwine around the complex questions of queer identity and cultural representation. Is homosexuality, as stated by theorists such as Butler and Foucault, primarily a social construct, or is it something more essentialistic, as Dyer and Fuss suggest? Additionally, we will consider the role that the arts in general have served in the queer liberation movement worldwide.

IN 405 Moving Out, Moving In | 4 credits
This course explores the process of ethnogenesis, the process of "becoming American" that is common to all immigrants in the United States. Our principal focus is on the questions provoked by "moving out" of one's own country and "moving in" to another, on the deeper question of the psychosocial journey of moving out and into one's self, one's culture, and one's community. What is identity? What does it mean to be visible? What are the real and imaginary journeys that comprise our individual and collective maps of experience? We will explore these questions in interdisciplinary study and express our discoveries through multidisciplinary art in a very real, artistic interaction with children in Boston's Latino community.

IN 498 Directed Study | 2–4 credits

Individual projects in areas of interdisciplinary study planned in collaboration with full-time faculty members to meet student's interests that are not satisfied by existing courses. Students must submit a proposal for study that includes learning objectives, methods of evaluation, and a bibliography before a directed study is approved. All proposals must be approved in the semester preceding the semester in which the students wants to complete the directed study. This proposal cannot substitute for a course that is in the catalogue. Prerequisites: Permission of full-time faculty member and the Executive Director of the Institute for Liberal Arts and Interdisciplinary Studies.



EDUCATOR PREPARATION AND LICENSURE PROGRAMS

Associate Professor Bartlett, Coordinator of Educator Preparation; Director of Clinical Education Thau, Educator Preparation Program Director of Communication Sciences and Disorders; Associate Professor Colby, Educator Preparation Director of Performing Arts; Clinical Faculty Nelson, Department of Performing Arts

Regulations in the Commonwealth of Massachusetts governing educator preparation and licensure specify a two-tiered process. Those with appropriate undergraduate degrees ordinarily receive an Initial License (valid for five years). The Professional License ordinarily requires an appropriate master's degree or the completion of a Performance Assessment Program and other requirements established by the Board of Education. The Professional License is renewable every five years upon completion of the appropriate professional development. Students seeking initial licensure are also required to pass the two-part Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test (CLST) and a Subject Matter Knowledge Test (SMT).

Academic programs within the Department of Communication Sciences and Disorders and the Department of Performing Arts offer Massachusetts Department of Education-Approved programs leading to educator licensure. Through undergraduate study in the Department of Performing Arts, a student may qualify for an Initial License as a Teacher of Theatre (all levels, pre-K through grade 12). Professional licensure may be earned through master's degree programs at Emerson (see the current Graduate Catalogue for details).

Students in Communication Sciences and Disorders who seek initial licensure as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels, pre-K through grade 12) must complete a master's degree in Communication Disorders in a Massachusetts Department of Education-Approved program. The Professional License requires the completion of the post-master's degree Clinical Fellowship (see the Graduate Catalogue for details).

Students are advised to contact their program advisor and their Educator Preparation Program Director in their proposed area of licensure as early as possible for information regarding requirements and appropriate course work and field placements.

TITLE II DISCLOSURE

Section 207 of the Higher Education Act mandates that institutions preparing educators for work in schools must disclose the pass rates for their students during the most recently completed academic year. For the 2002-2003 academic year, Emerson students in educator preparation programs had an aggregate (overall) pass rate on the Massachusetts Tests for Educator Licensure of 100% (Communication and Literacy Skills Test [CLST]). The aggregate pass rate for the Subject Matter Knowledge Test in Communication/Performing Arts: Theatre was 93%. Students in Communication Sciences and Disorders do not take a state-designated test in their area.

General Procedures and Requirements for Licensure as a Teacher of Theatre

Students must apply for and be accepted into a major program to be considered a degree candidate. Ordinarily, a GPA of 2.7 is required for admission to and retention in Emerson's educator preparation programs. Students should contact the Educator Preparation Program Director in the Department of Performing Arts as early as possible (or before the end of the sophomore year) regarding programs and requirements.

Ordinarily, a minimum of three semesters of residency is required prior to the student teaching practicum.

Students must fulfill the student teaching practicum through Emerson.

Students should contact the Educator Preparation Program Director in the Department of Performing Arts for guidance in selecting the appropriate education and psychology courses.

Teacher candidates must also pass the Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test and the Subject Matter Knowledge Test (SMT). For information regarding testing times, locations, registration and fees, consult the Educator Preparation Program Director in the Department of Performing Arts.

Education Courses

The following list of courses includes those offerings that are needed for students who will be licensed under the regulations governing educator preparation in the Commonwealth of Massachusetts. Students should seek the advice of the Educator Preparation Program Director in the Department of Performing Arts before enrolling in any of these courses.

TH 265 Foundations of Education | 4 credits

This course examines the bases of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues, including but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. (Spring semester)

TH 460 Drama as Education I | 4 credits
This course examines the philosophy behind the teaching of theatre and speech and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theatre, drama, or speech classes from grades pre-K through 12. This course is open to any Performing Arts major, Communication students and others with permission of instructor. It is required for Theatre Education majors. (Fall semester)

TH 461 Drama as Education II | 4 credits
In this course students delve more deeply into the philosophy and practice of teaching through drama and speech. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Either this course or PA 498 Directed Study: Teaching Dance and Movement is required for Theatre Education and Dance majors and for Communication students seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 465 Student Teaching Practicum | 4-12 credits
An 8- to 14-week practicum providing supervised teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director.

PS 333 Developmental Psychology | 4 credits
The class explores the stage/age-related physical, cognitive, and psychosocial development of individuals from infancy through old age. Topics include maturation and sensory-motor development; thinking, reasoning and processes; and social cognition and interpersonal interaction. (Semester varies)

Faculty Emeriti

Joan C. Brigham, *Professor Emeritus of Visual and Media Arts* (1971-2002); AB, Pomona College; AM, Harvard University.

Richard Chapin, *President Emeritus; Professor Emeritus of Social Sciences* (1967-1975); SB, MBA, Harvard University; LLD (Hon.), Emerson College.

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Joyce Andrews, AA, BA, MA, MEd; Associate Registrar

Ayana Bean, Assitant Director, Accounts Management

Thomas Boucher, BS; Assistant Director

Kerry Boyd, BA; Assistant Registrar

Sarah Carey, BA; Financial Services Advisor

Nilza Carrender, BA, Assistant Director, Financial Services

Deborah Clifford, BA, EdM; Associate Director, Accounts Management

Kevin DeRuosi, BA; Student Service Advisor

William F. DeWolf, *BS, MS, PhD; Registrar*

Sean Fisher, BA, Assistant Director, Accounts Management

Kimberly Gregg, BS; Student Services Advisor

Jennifer Heller, BA; Senior Assistant Director, Financial Services

Meagan Hunter, BA; Financial Services Advisor

Mehrdad Kermani, BA; Financial Services Advisor

Ian Monk, BA; Staff Assistant

Samantha Musher, BA; Student Services Advisor

Daniel O'Driscoll, BS; Staff Assistant

Sujata Puthussery, BA, MA; Assistant Director, Financial Services

Michelle Smith, BA, EdM; Director of Financial Services

Russell Stein, BS; Manager, Student Service Center

Wende Wagner, AS; Associate Director, Financial Services

Maribeth Widelo, BA; Student Service Advisor

Kelly Winters, BA EdM; Assistant Registrar

STUDENT LIFE AND STUDENT ACTIVITIES

Albert Axelrad, BA, MA, PhD; Chair Center for Spiritual Life

Chad Bates, BA, MS; Student Life Associate/ GLBT Advisor

Aynsley Diamond, BM; Coordinator of Off Campus

Student Services

Sharon A. Duffy, BS, MEd; Associate Dean of Students

Christopher Helmuth, BA; Staff Assistant Spiritual Life

Jill Lagana, BA; Assistant to the Dean of Students

Gregory Lindsey, BA, MA; Director of AHANA Student Affairs

Ronald Ludman, BA, MS, EdS, PhD; Dean of Students

Virga Mohsini, BA, MEd, MSW; Director International Student Affairs

Sara K., Sheckells, BS, MEd; Director of Student Activities/ Union

Kristine Trueworthy, BA; Coordinator of International Student Affairs

Michelle Ziomek, MA, BS; Staff Assistant

TELECOMMUNICATIONS

Paul Poirier, AS; Telecommunications

TechnicianHugh S. Gilbert; Manager

John H. Parker; Switchboard Operator

TELEVISION, RADIO AND FILM

Paul R. Beck, BS; Manager of Engineering Administration

Bruno Caruso, AA; Electronic Maintenance Technician

David Charles; Electronic Maintenance Technician

Robert Cusumano, BA, MA; Assistant Digital Post Production Facilities Manager

Peter Chvany, AB, EdM, MS; Digital Post Production Facilities Manager

Alan Fertig, BS; Assistant to WERS Station Manager

Amy Grill, BS; Manager Emerson Television Channels

Thomas Guganig, BS, MA; Television Operations Manager

Suzanne Iacobucci, BS; Film Center Manager

Brian Knoth, BS, MA; Audio Technical Support Specialist

Michael Koulalis; Assistant Director of Broadcast Technology for Video and Cable

Lance Kyed, BS; Production and Operations Manager

Patrick Labadia, BA; Video Center Manager

Timothy S. Macarthur, BS; Manager, Journalism TV Facilities

Timothy McKenna, BA; Equipment Distribution Center Manager

Ken Niblock, AA, BA; Digital Facilities Support Specialist

Bernie O'Doherty; Film Technical Supervisor

Casey Quinn, BA; Assistant Manager, Journalism TV Facilites

Jeffrey Rosenberg, BA; Assistant Director of Broadcast Technology for Audio and Radio

Matthew E. Scher, BA; Staff Assistant

Jonathan Schwartz, BA, MFA; Film Post Production Facilities Manager

Arthur J. Singer, BS, MS; General Manager

Joseph Sweeney, AS; Director of Engineering

William Travers; Electronic Maintenance Technician

DEPARTMENT OF VISUAL AND MEDIA ARTS

Toni Bennett; Staff Assistant

Karen Keating; Staff Assistant

Robert Sabal, BS, MFA, PhD; Chair

DEPARTMENT OF WRITING, LITERATURE AND PUBLISHING

Emilia Dubicki, BA, MA, MFA; Staff Assistant

Kerrie Kemperman, BA, MFA; Staff Assistant

Daniel Tobin, BA, MTS, MFA, PhD; Chair

(Listing as of 5/1/04)

Accreditation

Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, Massachusetts 01890, (617) 729-6762. The programs of Communication Sciences and Disorders, Communication Studies, and Performing Arts also offer Massachusetts Department of Education-Approved Programs leading to teacher certification.

The information contained in this catalogue does not constitute a contract between the College and the student. Emerson College reserves the right to make corrections or change any provision and requirement in this catalogue at any time within the student's term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:

The Office of Undergraduate Admission
Emerson College
120 Boylston Street
Boston, MA 02116-4624

STATEMENT OF NON-DISCRIMINATION

Emerson College admits qualified students regardless of race, color, religion, national and ethnic origin, sex, sexual orientation, age, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religious beliefs, national and ethnic origin, sex, sexual orientation, age, or disability in the administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other College administrated programs. Applicants seeking information on these matters should call or write the Affirmative Action Officer, Emerson College, 120 Boylston Street, Boston, MA 02116-4624, (617) 824-8580.

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

AHANA (African, Hispanic, Asian, and Native American) is a service mark of Boston College.

STUDENTS RIGHT TO PRIVACY (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. FERPA provides that the institution will maintain the confidentiality of student educational records and access to them by students.

FERPA DEFINITION OF RECORDS

FERPA defines education records as records, files, documents, and other recorded materials which contain information directly related to a student and which are maintained by Emerson College or a person acting for the College. The term education record does not include records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto that are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute; records on a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice; records of students as employees unless the employment results from the employee's status as a student; and alumni records.

Access to Records

FERPA accords all the rights under FERPA to all students at the college. No one outside the institution shall have access to nor will the institution disclose any information from students' educational records without the written consent of students except to personnel within the institution with legitimate educational interest, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accrediting function, and to persons in an emergency in order to protect the health or safety of students or other persons. Emerson College will also release information to be in compliance with a judicial order; this release will occur only after an attempt has been made to contact the student at the last known permanent address.

Within the Emerson College community, only those members, individually or collectively, acting in a student's educational interest are allowed access to the student education records. Legitimate educational interest means (1) the information or records requested is relevant and necessary to accomplishment of some task or determination; and (2) the task or determination is an employment responsibility for the inquirer or is a properly assigned subject matter for the inquirer's employment responsibility. These members include Faculty Advisors, personnel in the Registrar's Office, Vice President for Enrollment Office, Advising Office, Vice President for Academic Affairs Office, President's Office, Vice President for Information Technology Office, Personnel Office, Financial Aid Office, Student Accounts Office, Counseling Center, Career Development Office, Public Relations Office, Institutional Advancement, Campus Safety Office, program committees, scholarship committees and academic personnel. A listing of the types, locations and custodians of education records follows.

The rights of this policy are extended to all students enrolling in Emerson College after January 1, 1975.

Directory Information

At its discretion the College may provide Directory Information in accordance with the provisions of the Act to include: Name, Local Address, Permanent Address, Name of Parent(s)/Guardian(s), Local Phone Number, Dates of Attendance, Degrees Earned, Dates of Degrees, Awards/Honors/Scholarships, Major, Sports and Activities, Height and Weight of Members of Athletic Teams, Adviser, Concentrations, Computer User Name. It should be known that it is the College's choice to release this information, and careful consideration is given to all requests to insure that the information is not released indiscriminately. A student may withhold Directory Information by notifying the Registrar's Office in writing within two weeks after the first day of class for the fall term.

Requests for non-disclosure will be honored by the institution until the Registrar's Office is notified in writing by the student to remove the action.

A record of all disclosures will be maintained in the student record, except when the request is made by (1) the eligible student, (2) a school official who has been determined to have a legitimate educational interest, (3) a party with written consent from the eligible student, or (4) a party seeking directory information. The record of each disclosure will contain the name of the parties who have requested or received information and the legitimate interest the parties had in requesting or obtaining the information.

Review Process

FERPA provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel to be unacceptable. The Registrar's Office and the Dean of Students' Office have been designated by the institution to coordinate the inspection and review procedures for student educational records. Students wishing to review their education records must make written requests to the Registrar or the Dean of Students listing the item or items of interest. Records covered by FERPA will be made available within forty-five days of the request. All documents will be reviewed in the presence of a designated official. Any document a student may see he/she may have copies of, unless a financial hold exists, the document involves another person, or the student has waived his/her right to access. These copies will be made at the student's expense.

Restricted Information

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Challenge Procedures

A student who believes that the education records contain information that is inaccurate or misleading or otherwise in violation of his/her privacy or other rights may discuss the problem informally with the Registrar or Dean of Students. If the decisions are in agreement with the student's requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed by the Registrar or Dean of Students of the right to a formal hearing. A request for a formal hearing must be made in writing to the Associate Vice President for Student Administrative Services, who, within a reasonable period of time after receiving such request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by a person of the student's choice. The hearing panel that will adjudicate such challenges will be the Associate Vice President for Student Administrative Services, the Registrar if the challenge concerns a document maintained by the Dean of Students, the Dean of Students if the challenge concerns a document maintained by the Registrar, two faculty members selected by the Faculty Steering Committee and two student members selected by Student Government. No member of the hearing panel may have a direct interest in the outcome of the hearing.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes the College has violated the student's right under the Family Education Rights and Privacy Act.

Revisions, clarifications and changes may be made in this policy at any time and without prior notice.

Annual Notification

Students will be notified of their FERPA rights annually by publication in the student handbook.

Types, Locations, and Custodians of Education Records

Following is a list of the types of records that the College maintains, their locations, and their custodians.

Types	**Location**	**Custodian**
Admissions Records	Office of Undergraduate Admission 420 Boylston Street	Vice President for Enrollment
Cumulative Academic Records	Registrar's Office 216 Tremont St., 4th Floor	Registrar
Health Records	Health Services 216 Tremont St., 3rd Floor	Director
Financial Aid Records	Financial Aid Office 216 Tremont St., 4th Floor	Director
Financial Records	Student Accounts Office 216 Tremont St., 4th Floor	Director
Placement Records	Career Development 216 Tremont St., 6th Floor	Director
Progress Records or Advising Records	Faculty Office, Individual Offices or Advising Center 216 Tremont St., 6th Floor	Instructor, Advisor
Disciplinary Records	Office of the Dean of Students 96 Beacon St., 4th Floor	Dean of Students

REGARDING STUDENTS WITH DISABILITIES

Emerson College is committed to providing equal access to its academic and social activities to all qualified students. While upholding this commitment, Emerson will also maintain the high standards of achievement which are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices and procedures conform to Federal and state statutes and regulations.

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990. These two Federal statutes established the rights of individuals with disabilities. The Americans With Disabilities Act ("ADA") defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; and (3) is perceived by others as having such an impairment. In the context of colleges and universities, the most common disabilities include specific learning disabilities, visual and hearing impairments, physical challenges, and medical or health conditions that interfere with learning. The ADA applies to colleges and universities as places of public accommodation and/or as employers. Section 504 of the Rehabilitation Act of 1973 ("ß 504") states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives Federal financial aid.

Rights and Responsibilities of Students with Disabilities

Students with Disabilities at Emerson College have the right to:

- Equal access to programs, activities and services of the College;
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Appropriate confidentiality of all information concerning their disability except as disclosures are required or permitted by law;
- Information, reasonably available in accessible formats.
- Students with Disabilities at Emerson College have the responsibility to:
- Meet the College's qualifications and maintain essential technical, academic and institutional standards;
- Inform the College when a known disability makes an accommodation necessary to perform successfully in a particular course or program;
- Provide appropriate professional documentation that indicates how the disability limits participation in programs, activities and services of the College;
- Follow specified procedure for obtaining reasonable accommodation, academic adjustments, and/or auxiliary aids and service.

Rights and Responsibilities of Emerson College

Emerson College has the responsibility to:

- Provide information to students with disabilities and assure its availability in accessible formats upon request;
- Ensure that programs, activities and services of the College, when viewed in their entirety are available and usable in the most integrated and appropriate settings;
- Work with students who request accommodations to identify the most feasible and effective accommodation for each student's needs within the context of the essential elements of the course or program in question;
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student;
- Maintain appropriate confidentiality of records and communication except where permitted by law.

Emerson College has the right to:

- Maintain the College's academic standards;
- Request and receive appropriate professional documentation that supports requests for accommodation, academic adjustments, and/or auxiliary aide and service;
- Suggest the most cost effective accommodations, academic adjustments, and/or auxiliary aids and services which are responsive to a particular situation;
- Defer action on a request for accommodation until completed documentation supporting the existence of the claimed disability and appropriateness of the requested accommodation is provided;
- Decline to provide an accommodation when to agree would require a waiver or alteration of an e ssential element of a course or program; provided that no such decision shall be valid until the essential element in question has been identified and its academic or programmatic importance confirmed by an appropriate administrative decision maker;
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service, the provision of which would impose an undue financial burden on the institution.

Students with disabilities who are seeking consideration for services or accommodations should contact the Disability Service Coordinator either by calling (617) 824-8643 or TTY (617) 824-8307. Inquiries may be made through email at dso@emerson.edu or by regular mail by writing to Disability Service Coordinator, The Learning Assistance Center, Emerson College, 120 Boylston Street, Boston, MA 02116-4624. Policies and detailed procedures for requesting and obtaining accommodations are available through the Disability Service Coordinator.

Report on Campus Security Policies and Crime Statistics

The Emerson College Annual Report on Campus Security Policies and Crime Statistics (Clery Disclosure Act) is available online *http://www.emerson.edu/emplibrary/ps_annualreport.pdf.* This report contains information and policies relative to campus law enforcement, wellness education, crime prevention, disciplinary process for sexual assault, and crime statistics for certain designated offenses that occurred on-campus, in campus residence halls, and in non-campus buildings and public areas adjacent to the campus for the past three years. A paper copy of this same report is available upon request from the Public Safety Office, Emerson College, 120 Boylston Street, Boston, MA 02116-4624, 617-824-8555.

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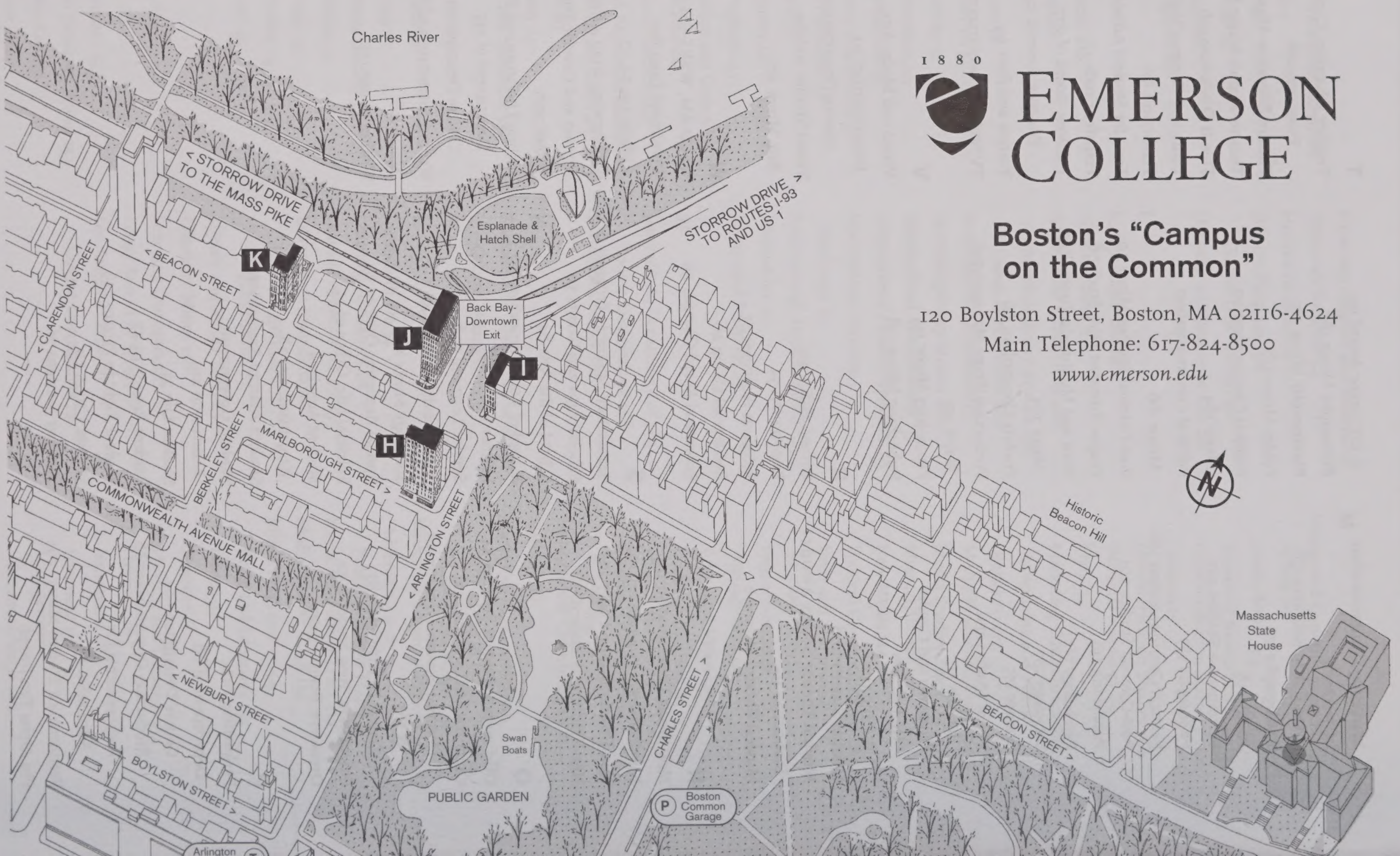
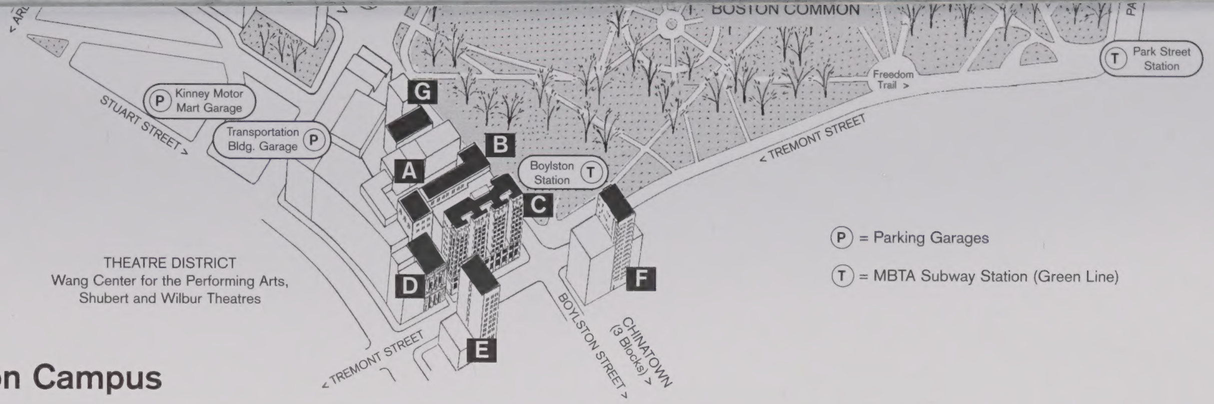

Charles River
< STORROW DRIVE TO THE MASS PIKE
STORROW DRIVE TO ROUTES I-93 AND US 1 >
Esplanade & Hatch Shell
Back Bay-Downtown Exit
K
J
I
H
< BEACON STREET
< CLARENDON STREET
BERKELEY STREET >
MARLBOROUGH STREET >
COMMONWEALTH AVENUE MALL
< ARLINGTON STREET
< NEWBURY STREET
BOYLSTON STREET >
Arlington
Swan Boats
PUBLIC GARDEN
CHARLES STREET >
P Boston Common Garage
BEACON STREET >
Historic Beacon Hill
N
Massachusetts State House

1880

EMERSON COLLEGE

Boston's "Campus on the Common"

120 Boylston Street, Boston, MA 02116-4624
Main Telephone: 617-824-8500
www.emerson.edu


BOSTON COMMON
Park Street Station
Freedom Trail >
< TREMONT STREET
Kinney Motor Mart Garage
STUART STREET >
Transportation Bldg. Garage
G
B
A
Boylston Station
C
D
F
E
THEATRE DISTRICT
Wang Center for the Performing Arts,
Shubert and Wilbur Theatres
< TREMONT STREET
BOYLSTON STREET >
CHINATOWN (3 Blocks) >
P = Parking Garages
T = MBTA Subway Station (Green Line)

The Emerson Campus

A. TUFTE PERFORMANCE and PRODUCTION CENTER
10 BOYLSTON PLACE
Admission Visitor Center
Department of Performing Arts
Greene and Semel Theaters
Makeup Lab, Costume Shop
Television Studios
Theatre Design/Tech Center

B. WALKER BUILDING
120 BOYLSTON STREET
Academic Computing
Alumni Relations
Center for Spiritual Life
Department of Journalism
Department of Marketing Communication
Department of Organizational and Political Communication
Emerson Channel
Facility Management
Honors Program
Human Resources
Institute for Liberal Arts and Interdisciplinary Studies
Institutional Advancement
Journalism Newsroom/Studio
Levy Marketing Suite
Library
School of Communication
Television, Radio, and Film Production

C. LITTLE BUILDING
80 BOYLSTON STREET
Residence Hall, Dining Service
Athletic Office
Bookstore
Cabaret (function room)
Continuing Education
External Programs (L.A. and The Netherlands)
Fitness Center
Print and Copy Services
Public Affairs
Public Safety
Student Service Center

D. CUTLER MAJESTIC THEATRE AT EMERSON COLLEGE

E. 216 TREMONT STREET
Advising Center
Bill Bordy Theater
Career Services
Center for Health and Wellness
Counseling Center
Department of Communication Sciences and Disorders (and clinical facilities)
International Student Affairs
Learning Assistance Center
Off-Campus Student Services
Registrar
Student Financial Services

F. ANSIN BUILDING
180 TREMONT STREET
Academic Affairs
Administration and Finance
Department of Visual and Media Arts
Department of Writing, Literature and Publishing
Digital Production Labs
Film-Video Equipment Center
Graduate Studies
Information Technology
Media Services Center
President's Office
School of the Arts
WECB and WERS radio

G. NEW COLLEGE CENTER AND STUDENT RESIDENCE
(future site, 2005)

H. ZERO MARLBOROUGH AND 6 ARLINGTON STREETS
Dining Facilities
Marlborough Room
Residence Hall

I . STUDENT UNION
96 BEACON STREET
Dean of Students Office
Housing and Residence Life
Student Activities Office
Office of Student Life

J. 100 BEACON STREET
Computer Center
Residence Hall

K. 132-134 BEACON STREET
AHANA Student Affairs
Cultural Center
Residence Hall

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